



NIGERIA: IDEAS

Project Implementation Manual

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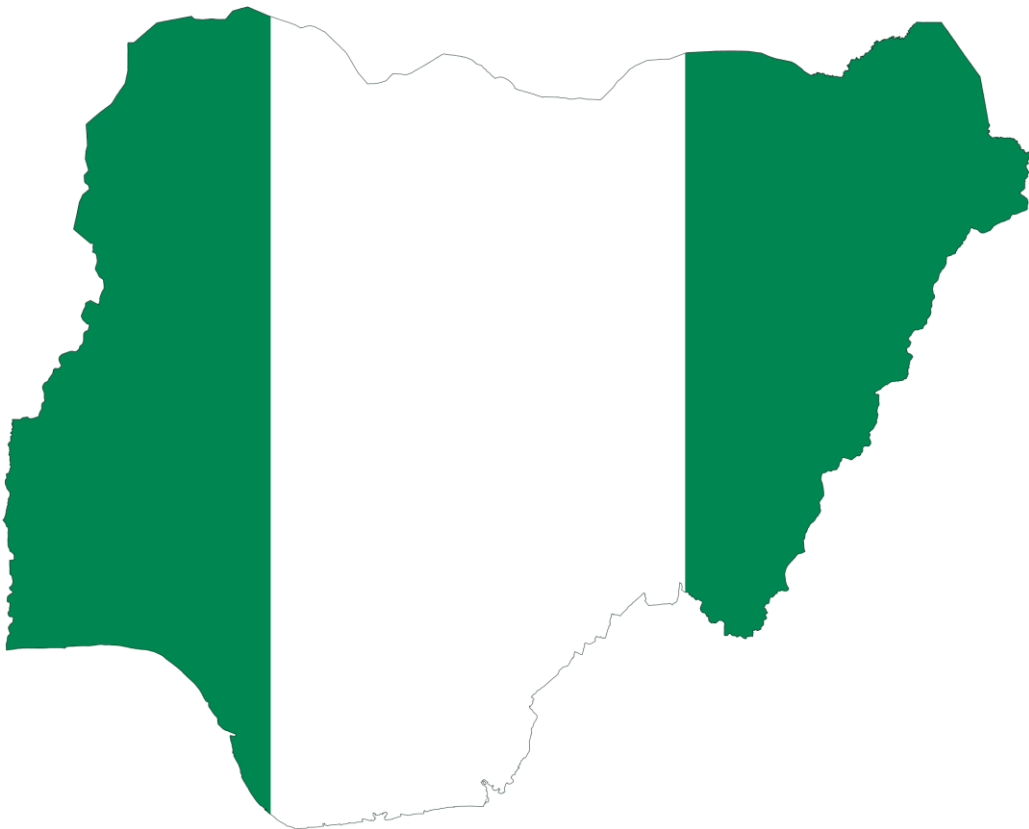


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ABBREVIATIONS AND ACRONYMS

AB	Awarding Body
CBN	Central Bank of Nigeria
CIU	College Implementation Unit
CPD	Continuous Professional Development
CQS	Consultant's Qualifications Based Selection
DA	Dollar Account
DTSE	Department of Technology and Science Education
DS	Direct Selection
EC	Evaluation Committee
EIA	Environmental Impact Assessment
EMC	Enhanced Monitoring Consultant
ESMP	Environmental and Social Management Plan
EMP	Environmental Management Plan
ESMF	Environmental and Social Management Framework
ESG	Environmental and Social Safeguard
FME	Federal Ministry of Education
FMF	Federal Ministry of Finance
FMoL&E	Federal Ministry of Labour and Employment
FMoS&T	Federal Ministry of Science and Technology
FMS	Financial Management System
FSTC	Federal Science Technical College
GAAP	Generally Accepted Accounting Principles
GHG	Green House Gas
GBV	Gender Based Violence
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
G&C	Guidance and Counseling
IAT	Information Apprenticeship Training
ICB	International Competitive Bidding
ICR	Implementation Completion Report
IDEAS	Innovation Development and Effectiveness in the Acquisition of Skills
IDPs	Institutional Development Plans
IE	Impact Evaluation
IFO	Implementation Finance Officer
IFR	Interim Financial Report
IRB	Institutional Reform Board
IS	International Shopping
ITF	Industrial Training Fund
ITQ	Invitation for Quotation
KPIs	Key Performance Indicators
LC	Letter of Credit
LMIS	Labour Market Information System
LPO	Local Purchas Order
MAN	Manufacturers' Association of Nigeria
M&E	Monitoring and Evaluation
MCP	Master Craftsperson
MDAs	Ministerial Departments and Agencies
NACCIMA	Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture
NABTEB	National Business and Technical Examination Board
NBC	National Business Certificate

NBTE	National Board for Technical Education
NCB	National Competitive Bidding
NCCE	National Commission for Colleges of Education
NDE	National Directorate of Employment
NECA	Nigeria Employers' Consultative Association
NEMA	National Environmental Management Agency
NIEPA	National Institute of Educational Planning and Administration
NO	No Objection
NOS	National Occupational Standards
NPC	National Project Coordinator
NPCU	National Project Coordinating Unit
NPSC	National Project Steering Committee
NS	National Shopping
NSC	National Steering Committee
NSP&S	National Skills Policy and Strategy
NSQF	Nigerian Skills Qualifications Framework
NTC	National Technical Certificate
NUC	National University Commission
OEDC	Organization for Economic Co-operation and Development
OHS	Occupational Health and Safety
PA	Project Accountant
PAD	Project Appraisal Document
PAS	Project Account Section
PDO	Project Development Objective
PIA	Project Internal Auditor
PIM	Project Implementation Manual
PIP	Project Implementation Plan
PIS	Primary Implementation Strategy
PIU	Project Implementation Unit
PMCE	Management Co-ordination and Execution
PMU	Project Management Unit
PPE	Personal Protective Equipment
PPP	Public-Private Partnership
PT	Procurement Team
QAA	Quality Assurance Assessor
QAM	Quality Assurance Manager
RAP	Resettlement Action Plan
RFPs	Request for Proposal
RPF	Resettlement Policy Framework
RSD	Research and Statistics Department (<i>of NBTE</i>)
SBMC	School-Based Management Committee
SEA	Sexual exploitation and abuse
SMoE	State Ministry of Education
SPIU	State Project Implementation Unit
SPSC	State Project Steering Committee
SSC	Sector Skills Council
TC	Technical College
TP	Training Provider
TETFUND	Tertiary Education Trust Fund
TRCN	Teachers' Registration Council
TVET	Technical Vocational Education and Training
UNFCCC	United Nation Framework Convention on Climate Change

WB World Bank
WG Working Group

1. Introduction

This Project Implementation Manual (PIM) provides detailed operational guidelines for the implementation of the *Innovation Development and Effectiveness in the Acquisition of Skills* (IDEAS) project. The IDEAS project is a World Bank-assisted project of the Federal Ministry of Education (FME) of the Federal Government of Nigeria (FGN), which aims to enhance the capacity of the Nigerian skills development system to produce relevant skills for the formal and informal sectors of the economy. The project represents a first step of a long-term programmatic approach of the FGN to re-engineer the skills development system in Nigeria towards systemically aligning 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. The IDEAS project will help the government to lay and consolidate critical foundations for this reform by strengthening the regulatory framework, institutionalizing industry involvement, introducing the concept of digital literacy across the skills development system, improving training delivery structures through the use of technology, reforming the system of technical teachers and instructors training and management, and building planning and research capacities.

The project will operate (1) at federal level – supporting the improvement of Federal Science and Technical Colleges (FSTC), improving the training and availability of technical teachers and instructors, as well as enhancing the FGN’s regulatory and management capacities for skills development – and (2) at state level – supporting the improvement of State Technical Colleges (STC), raising the quality and relevance of apprenticeship training in the informal sector and enhancing state-level management capacities for skills development. State-level interventions will initially focus on six participating states, namely Abia, Benue, Edo, Ekiti, Gombe and Kano. The range of states may be expanded at a later stage. The main implementing partners in the project are the FME, the National Board of Technical Education (NBTE) and the governments of the six participating states.

This PIM contains binding guidelines and procedures related to planning, execution, monitoring, budgeting, procurement, financial management, safeguard management, communication and reporting modalities. This version of the PIM was submitted by the FME to the World Bank on **25 / 8 /2020** and approved by the World Bank on 10 / 10 / 2020. The PIM is a ‘living document’ in the sense that it may be revised from time-to-time based on implementation experience and through mutual and formal agreement between the World Bank and the Project (NPCU/FME).

2. Background

A key challenge currently confronting Nigeria and its education sector is the high rate of youth unemployment. Most graduates produced every year in the country’s educational institutions are unable to secure employment, due to inadequate knowledge and skills, notably ‘hands-on’ skills. On the other hand, appropriately skilled workers are urgently needed in the labour market. Most industries are increasingly using advanced technologies and production techniques, which require a workforce with continually increasing level of knowledge and skills.

Against this background, in 2016 the Technology and Science Education Department (TSED) of the FME conducted a study and a related workshop at the request of the FGN on prevailing skills gaps. This involved all major stakeholders drawn from Federal Ministry of Labour and Employment (FMoL&E), Finance (FMF), Industry, Trade & Investment, Science & Technology (FMoS&T), National

Planning Commission, Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFUND), NBTE, National Institute of Educational Planning and Administration (NIEPA), National Business and Technical Examinations Board (NABTEB), National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), Teachers Registration Council of Nigeria (TRCN), Representatives of the Tertiary Institutions, Secondary Schools, Industries and FME departments, among others.

During this workshop stakeholders identified the following key challenges in Nigeria's educational system to addressing the skills gaps:

- Inadequate infrastructure and instructional materials in most institutions of learning to promote 'hands-on' training;
- Weak linkages between educational institutions and the industries;
- Poor funding of education sector;
- Inadequate capacity building of teachers and workshop/laboratory staff;
- Inadequate qualified technical teachers, workshop/laboratory technologists and technicians at all levels of education.

Further analysis to specify the identified issues and design appropriate interventions was conducted during the IDEAS project preparation. It revealed that:

- *Formal long-term training needs improvement:* 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. Therefore, creating a stronger pipeline of skilled workers requires greater access to high quality long-term skills training. At the level of technicians and artisans, Technical Colleges (TCs) form the backbone of such long-term training. They are supposed to develop an increasingly competitive and well qualified workforce capable of flexibly adapting to changing world markets and technological progress. However, TVET institutions in general, but especially TCs, are currently not able to fulfil their mandate of training needed skilled workers for industry and business sector development. Rather, TCs 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 in the context of the Industrial Training/Students Industrial Work Experience Scheme (IT/SIWES), but this scheme is not systematically implemented for TC students. Involving industry in TVET institutional planning, management and training delivery is not incentivized by government in a systematic manner. Furthermore, enrolment in TCs is 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.

Box 1: The need for digital skills

The global use of technology has not only broadened the scope of skills needed, but also changed the way jobseekers, especially 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. On the other hand, 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 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. While designing support to digital skills development, it is important to assure that new investments do not inadvertently widen the digital divide leading to further marginalization of certain groups, including vulnerable youth or people with disabilities.

- *Partnerships between TCs and industry would improve relevance of training and help leverage private finance for sustainable development*: The examples where linkages between TCs and industry have been built systematically, such as the 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.

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 control income could contribute to broader economic development. 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 centred 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. The challenge, therefore, is to broaden the range of programs offered towards digital jobs and trade specializations with high growth potential in the labour 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 support, and introducing women-targeted counselling and employment promotion programs, can be effective in supporting increased female participation in skills development.

- *Informal apprenticeship training merits attention and support:* 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. Instead, the large and self-sustaining system of informal apprenticeship training (IAT) provides training for many of these youth and supports the development of skills needed in the informal economy. Although data are sketchy, it can be assumed that as elsewhere in Africa 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. IAT is traditionally 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. Furthermore, IAT is the most effective pathway for youth to transition to employment and acquire skills required in a rapidly changing labour market. Contrary to formal TVET, apprenticeship training – being delivered by enterprises and within enterprises - is by nature demand-driven and linked to the real world of work and labour market needs. International experience shows that apprenticeship training facilitates an early link of learners to the labour 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.

- 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. Slowly, training in the informal sector is also becoming a focus 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 the informal sector. Effective support programs address the development needs of master crafts persons - 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.
- Re-engineering Nigeria's skills development eco-system to meet labour market needs and preparing Nigeria's youth for tomorrow's digital economy requires an enabling environment:* 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. 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. 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.
- Innovation is required to enhance the availability of well qualified teaching staff:* Competent, motivated and skilful teaching staff is among the most important inputs into successful and high-quality skills development. 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, 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 crafts persons as contract teachers are potential options used by other countries to address the shortage of technical teaching staff.

* * *

The IDEAS project aims to address these challenges by unlocking essential systemic drivers of quality and relevance, notably by leveraging industry involvement and deepening the technology-focus in skills development. To keep abreast of rapidly changing technology and skills needs, a labour-market responsive skills development system requires institutions and structures that ensure changes in the labour market are swiftly identified and the training supply is adapted accordingly. The project focusses on building such systemic enablers. It will support reforms in both key sub-systems for craftsperson training: in Technical Colleges and in informal apprenticeship training. Improving the training delivery systems is complemented by strengthening essential core resources (technical teaching staff) and scaling up recent policy and regulatory reforms (e.g. NSQF) that underpin the initiated change towards market-responsiveness. In addition, the project will incentivize the emergence of innovative training for digital skills and e-business development.

3. Project Description

3.1. Project Objective and Key Result Indicators

The Project Development Objective (PDO) of the IDEAS Project is

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

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 enrolment rate in project-supported TCs;
- (c) Number of youths obtaining recognized skills certification after completing an informal apprenticeship (and percentage of whom are female and disaggregated by people with disabilities);
- (d) Number of youths completing supported skills development programs with basic digital skills competencies (disaggregated by females and people with disabilities);
- (e) Number of direct project beneficiaries (disaggregated by females and people with disabilities).

3.2. Project Components and Cross-cutting initiatives

The IDEAS project has four components:

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

Component 1: Incentivizing Partnerships with Industry for Enhanced Quality and Labour-Market Orientation of Public Technical Colleges

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 crafts persons 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 up to 40 Federal and State TCs with the aim of transforming their operational models into partnerships between the colleges and the private sector. In this model, industry partners will assume a prominent role in institutional governance, management and planning, in training and service delivery. 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, and offer improved internship opportunities to students. Additional contributions such as donation of equipment, internship opportunities for technical teachers and secondment of technical experts for teaching may emerge on a case-to-case basis.

As a pre-condition of being awarded a grant, TCs must have signed 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. 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 inclusion of people with disabilities, and to invest in strategies to promote labour market transition of its graduates. 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 possibly dual vocational training programs¹ 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.

Component 2: Improving Skills Formation in the Informal Sector

Component 2 aims to support skills acquisition in the informal sector by improving the quality and recognition of informal apprenticeships provided by master crafts persons (MCP). By improving the quality of this training segment, the project will provide support, in particular, to youth from poor families and those with low formal education qualifications. The project will enable those youth to acquire modern relevant skills facilitating gainful employment in the informal sector and chances to transit into the formal labour market.

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 specific intervention package varies among clusters depending on trades, markets and their specific challenges and constraints. It 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 skills 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 as well, including female youth and young people with disabilities.

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 will be designed at the beginning of 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 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

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

¹ 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).

technical teaching staff in TCs. 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.

- i. 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 appropriate 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.
- ii. To systemically approach the challenge of building a sufficient corps of qualified and competent technical teachers/instructors, the project will support the government in formulating a comprehensive *Human Resource Strategy for Skills Development in Nigeria*.² Based on agreed policy directions, it will fund activities to improve teaching capacities for technical teachers' pre-employment training programs (curriculum development, further training of faculty staff, equipment upgrading where appropriate), as well as conceptualizing and piloting a continuous professional development system 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. To strengthen the focus on performance, the project will support the development and implementation of a technical teachers' performance measurement approach and tool applicable in the Nigerian context.

Component 4: Strengthening the Regulatory Environment and Public Management Capacities for Market-Oriented Skills Development

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 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. The component has different distinguishable intervention areas:

- i. 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 National Occupational Standards (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.

² 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.

- ii. 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 systems.
- iii. To overcome the severe knowledge gaps in the current skills development eco-system, the project will support building systems and capacities for research, monitoring and evaluation. It will be instrumental to strengthen the management information system (MIS) for skills development and to improve 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.
- iv. To support the implementing agencies promoting innovation in digital skills development, each of the six initially participating states (through their SPIUs) as well as the TSED/FME and the NBTE will award innovation grants with the aim to assist innovative training approaches to digital skills and related entrepreneurship development to emerge and be tested. Based on a competitive selection process, the grants will be available to private innovative initiatives (e.g. hubs) to train in the fields of digital skills development, e-lancing, and e-market start-up promotion.
- v. Under the component, the project will also 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

Across components, the IDEAS project promotes digitals skills in Nigeria's skills development system rising to the challenge of supporting skills development in Nigeria in its transition to meet the needs of the digital era. The project will facilitate the introduction of training for new digital professions by supporting NBTE to accelerate the development of NOS and curricula in these fields and incentivizing the introduction of new courses in TCs. The project will focus on adapting existing curricula to meet the digital skills needs arising from modern technology. It will be instrumental to develop, test and introduce standard instruments and modules for digital literacy creation, to be mainstreamed across skills development programs. It will boldly invest in raising the digital skills of technical teachers and instructors. As a special initiative, the project will furthermore support strengthening the digital innovation and entrepreneurship ecosystem in Nigeria by providing grants to private initiatives for innovative digital skills development and for supporting youth to succeed in emerging e-markets. Furthermore, digital skills development will be systematically supported through the introduction and expansion of technology-based solutions in teaching and learning, building on international and national expertise with e-learning adaptation in skills development.

The IDEAS project will introduce and strengthen mechanisms to address gender inequality in the skills system. 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. Relevant officers in implementing units will be trained in gender issues, as needed. 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 have in place 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.

The project is furthermore 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, measures to increase energy efficiency will be implemented, and renewable energy sources (e.g. solar power) will be used to power the institutions as far as possible.

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 informal apprenticeship training (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 the IDEAS project. 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 more inclusive approach to skills development in the project and informing specific interventions, incentives, and resources to promote the participation of people with disabilities in TCs and other opportunities. Close co-operation with other donors focusing on vulnerable groups will also guide inclusion of vulnerable groups.

3.3. Project Beneficiaries

Through its four components, the project will directly benefit

- basic school leavers opting for technical education,
- unemployed individuals and workers already in the labour market,
- informal apprentices,
- master crafts persons,
- youths interested in digital skills and entrepreneurship development,
- technical teachers and instructors,
- staff working in public agencies and ministries managing and regulating skills development, as well as
- stakeholders that are involved in SSCs and policy reform processes.

In all its interventions, the project will set gender-specific targets to foster increased female participation across the skills development system. The project will also focus on inclusion of disadvantaged youth, including people with disabilities. The total number of direct beneficiaries is tentatively estimated at 50,000 over the project period.

The number of indirect beneficiaries, however, is expected to be significantly larger, comprising (a) all students participating in secondary TVET who will gain from an improved learning environment in TCs and other training institutions resulting from investments in technical teachers training and expansion of outcome-based training; (b) informal apprentices that will eventually be provided with recognition of prior learning (RPL) opportunities; and (c) the wider business community that will benefit from an increased supply with well-trained crafts persons.

3.4. Project Financing

The overall budget of the IDEAS project over five years is estimated to be US\$200 million. The budget includes unallocated funds of US\$10 million, which can be allocated to either of the four components based upon performance and need. The decision on the use of the allocated funds will be done latest during the mid-term review.

Indicative IDEAS Project Cost, by Component/Area

Component/Area	US\$ million
Component 1: Incentivizing partnerships with industry for enhanced quality and labour-market orientation of public Technical Colleges	90
<i>Grants to Technical Colleges</i>	79
<i>Technical Assistance to Technical Colleges</i>	4
<i>Development of new curricula and related TLM</i>	5
Component 2: Improving skills formation in the informal sector	26
Component 3: Increasing the availability of competent and motivated technical teachers and instructors	30
Component 4: Strengthening the regulatory environment and public management capacities for market-oriented skills development	46
<i>NSQF Roll-out</i>	12.5
<i>Capacity Development for public management of skills development</i>	6.3
<i>Monitoring and research</i>	6.5
<i>Innovation Grants</i>	8.7
<i>Communication</i>	1
<i>Project Management, Reporting and M&E (Federal and state levels)</i>	11
Unallocated Funds	10
Total	200

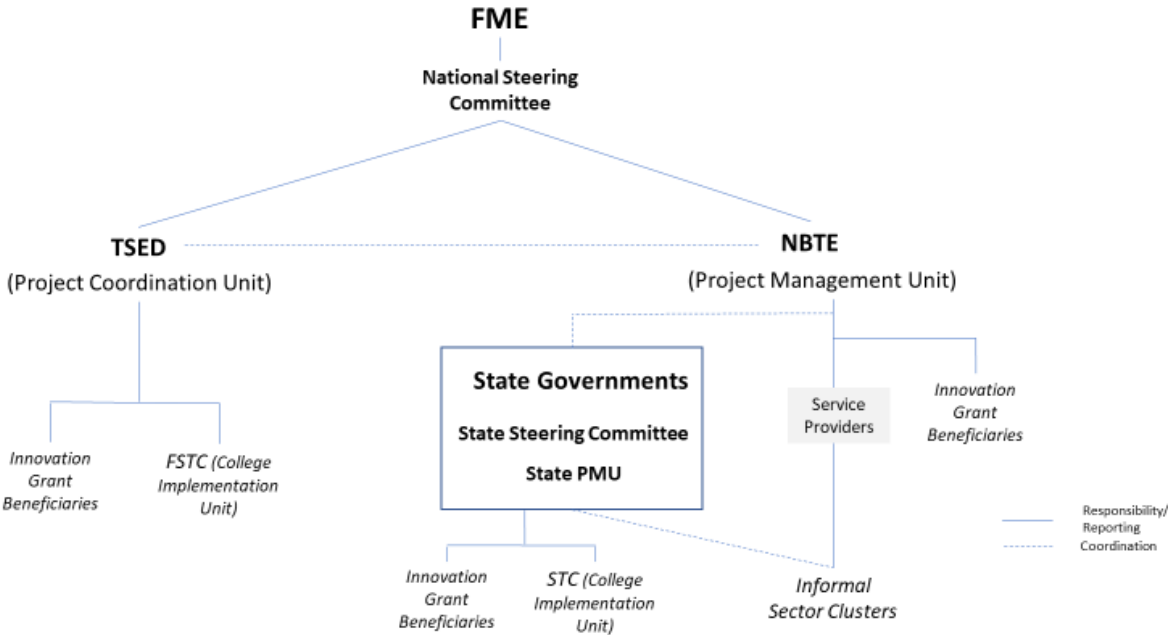
4. Institutional Framework for Project Implementation

The implementation structure for the IDEAS project reflects the project's multi-layered design and pays regard to the structure of institutional responsibilities in the Nigerian skills development space. It is designed to ensure achievement of the project objectives through efficient and effective implementation of all planned interventions, transparency and accountability in implementation and synergy between the different actors. Key implementation responsibilities rest with the Federal Ministry of Education, which has formed a National Project Coordination Unit (NPCU) for this purpose, the National Board of Technical Education, which has formed a Project Management Unit (PMU) for the project, and the state governments of the six participating states, each of which has formed a State Project Implementation Unit (SPIU). Steering committees at the national and state levels ensure project and guidance from the federal government and state governments, as well as key stakeholders, notably the industry.

The IDEAS project secretariats (NPCU, PMU & SPIUs) will be charged with the day to day administration and management of the implementation of IDEAS project. The Head of the NPCU will be at the same time the IDEAS National Project Coordinator (NPC) with the overall responsibility of the project implementation. In each of the project secretariats there shall be at least eight (8) professional officers, as indicated below, and other supporting staff.

The Terms of References of all key officers of the project secretariats must be cleared by the Bank. The FGN should try to ensure that the signatories to the project accounts remain unchanged as long as their performances are satisfactory and within the rules. The project secretariats will support the management and administration of the IDEAS Project and will perform all administrative, procurement, financial management, auditing, and overall day to day management of the project in accordance with the procedure agreed to as described in this PIM and in the Financing Agreement signed between the FGN and the World Bank.

Figure 1: Institutional Framework for the Implementation of the IDEAS Project



4.1. National-level Institutions

4.1.1. National Project Steering Committee

Responsibility for Project oversight rests with the National Project Steering Committee (NPSC).

Membership: The NPSC is composed as follows:

- The Honourable Minister of Education of the FME (Chairperson)
- Permanent Secretary of FME (Deputy Chairperson)
- Director of Technology & Science Education Department, FME (Member)
- Executive Secretary of NBTE (Member)
- Representative of Federal Ministry of Finance (Member)
- Commissioners of Education of the 6 participating states (6 Members)
- Representative of the National Chamber of Commerce, Industry, Mining and Agriculture (NACCIMA) (Member),
- Representative of the Manufacturers’ Association of Nigeria (MAN) (Member)
- Representative of Nigeria Employers’ Consultative Association (NECA) (Member)
- Representative of the Nigerian Association of Small and Medium Enterprises (NASME) (Member)
- Representative of the Nigerian Association of Small-Scale Industries (NASSI) (Member)
- The IDEAS National Project Coordinator (Secretary)
- The NBTE (PMU) IDEAS Project Manager (Member)
- Representative of the World Bank as Observer

Members representing a defined institution will be nominated by the leadership of the institution and appointed by the Minister of Education. At least one-third of the NPSC members should be female.

Responsibilities: The NPSC is the highest-level oversight body, specifically in charge of the following:

- a) Overall strategic and policy guidance for project implementation;
- b) Facilitate information and awareness creation about the project among key public and private stakeholders in Nigeria;
- c) Ensure that political decision-makers and key stakeholders at the national level are well informed about the project and its implementation progress, and liaise with these on any implementation issues to facilitate smooth implementation;
- d) Review and discuss all important progress and implementation reports of the project;
- e) Approve the Communication Strategy for the project;
- f) Advise on policy studies and policy initiatives related to skills development in Nigeria to be supported by the project;
- g) Address issues that may arise between different implementation units of the project;
- h) Any other activity necessary to ensure a smooth and effective project implementation.

Operation modalities: The NPSC will hold regular meetings, at least two times every year upon invitation of the Chairperson. It may hold additional extraordinary meetings if required and requested by the Chairperson. The minimum quorum for NPSC meetings is 9 members. Members of the NPSC are not entitled to receive an honorarium for their services on the committee from project funds. However, costs involved in attending NPSC meetings can be reimbursed within reasonable limits.

4.1.2. The National Project Coordinating Unit

A National Project Coordination Unit (NPCU) will be formed in the Technology and Science Education Department (TSED) in the FME, and will be in charge of project coordination and day-to-day administration and management of implementation of key project activities.

Composition. The NPCU shall consist of the following officers:

- i. National Project Coordinator (NPC), Head of the NPCU
- ii. Communications officer (Secretary)
- iii. Monitoring and evaluation officer
- iv. Procurement officer
- v. Project Accountant
- vi. Auditor
- vii. Environmental and Social Safeguard officer
- viii. Innovation grants manager

The list of proposed NPCU members with relevant CVs will be shared by the Permanent Secretary, FME, with the World Bank for clearance. Except in special circumstances, the FME will ensure that all members of the NPCU stay in their functions throughout the lifespan of the project. Also, an active NPCU member on retirement should be considered for contract or consultancy for consistency and sustainability. Additional external consultancy support for the operations of the NPCU can be recruited as required and/or as stipulated in this PIM and in consultation with the World Bank.

Responsibilities of the NPCU include:

- a) Function as the project secretariat, which includes
 - i. Liaise and collaborates with the PMU in NBTE to ensure compliance with the principles and strategies of the project, and that the project remains on track to achieve its goals and objectives;

- ii. Coordinate all project activities implemented by the different project implementation units (especially PMU and SPIUs);
 - iii. Coordinate all monitoring activities under the project and ensure that project monitoring is conducted timely against the Result Framework;
 - iv. Compile consolidated progress and financial reports of the project and submit these to the NPSC and the World Bank;
 - v. Coordinate the preparation of annual work plans and budgets, and prepare one consolidated annual work plan and budget to be submitted to the NPSC and shared with the World Bank;
 - vi. Ensure that all annual accounts for all components of the project are available for external audit;
 - vii. Serve as the secretariat of the NPSC;
 - viii. Set up and maintain the project web-site;
 - ix. Facilitate joint project review missions;
 - x. Facilitate formal meetings with the World Bank and the Federal Ministry of Finance (FME) and other stakeholders;
 - xi. Ensure that the project is in compliance of the environmental and social safeguards requirement of the project;
 - xii. Advise on problems and possible solutions to project implementation issues;
 - xiii. Carry out all other tasks needed to ensure a smooth, transparent, effective and efficient project implementation.
- b) Take the lead in the implementation of the following project activities in accordance with the guidelines spelt out in Section 5 of this PIM:
- i. Grant support and technical assistance for FSTC under Component 1;
 - ii. All activities under Component 3 (in coordination with relevant stakeholders);
 - iii. Capacity development for skills development management with FME and its stakeholders; policy studies; award and management of innovation grants for digital skills; and all communication activities; all under Component 4.

Operation modalities. The NPCU is headed by the National project coordinator (PC) who will supervise and coordinate the work of the NPCU and is responsible for all its deliverables. An IDEAS project office shall be established in the FME/TSED where the NPCU will be housed.

4.1.3. The Project Management Unit

A Project Management Unit (PMU) is formed for the purpose of the implementation of the IDEAS project under the National Board for Technical Education (NBTE). The PMU is in charge of day-to-day administration and management of specified implementation activities as outlined below.

Composition. The PMU shall consist of the following officers:

- i. Project Manager (Head of the PMU)
- ii. Communications officer (Secretary)
- iii. Monitoring and Evaluation officer
- iv. Procurement officer
- v. Project Accountant
- vi. Auditor
- vii. Environmental and Social Safeguard officer/TC & Trades Expert
- viii. Innovation grants manager

Job descriptions of all PMU members will be developed and will be included in the PIM at the earliest. The list of proposed PMU members with relevant CVs will be submitted to the World Bank for clearance by the Executive Secretary, NBTE. Except for special circumstances, the NBTE will ensure that all staff members of the PMU stay in their functions throughout the lifespan of the project. Also, an active PMU member on retirement should be considered for contract or consultancy for consistency and sustainability. Additional external consultancy support for the operations of the PMU can be recruited as required and/or as stipulated in this PIM and must be done in consultation with the World Bank.

Responsibilities of the PMU include:

- a) Lead, in liaison with other stakeholders as applicable, the following project activities in accordance with further guidelines and specifications outlined in Section 5 and other sections of this PIM:
 - a. Development of new and revision of existing curricula and related teaching and learning material for training programs to be implemented in supported TCs, under Component 1;
 - b. All activities related to the implementation of Component 2;
 - c. All activities related to the NSQF roll-out; capacity development for NBTE regulatory functions; (in collaboration with FME and other stakeholders) research, evaluation and monitoring including MIS development, tracer studies and impact assessments; and award and management of innovation grants for digital training, all under Component 4
- b) Provide technical assistance in the identification of TCs to be supported at the States level, identification of partnership arrangements and IDP development;
- c) Facilitate accreditation of TCs selected to benefit from grant funding under the project;
- d) Provide technical assistance to state governments in the implementation of project activities;
- e) Provide technical assistance to College Implementation Units (CIU) of STCs in the implementation of the grant support to STC, including procurement.
- f) Quality assure the implementation of the grant support in STCs in accordance with detailed guidelines under Section 5.1 of this PIM;
- g) Provide all required monitoring, reporting and annual planning for activities under its purview and submit relevant documents to the NPCU for further processing;
- h) Ensure that all project activities under its purview are in compliance of the environmental and social safeguards requirement of the project;
- i) Advise on problems and possible solutions to project implementation issues;
- j) Carry out all other tasks needed to ensure a smooth, transparent, effective and efficient project implementation.

Operation modalities. The PMU is headed by the Project Manager who will supervise and coordinate the work of the PMU and is responsible for all its deliverables. An IDEAS project office shall be established in the NBTE where the PMU will be housed.

4.2. State-level Institutions

4.2.1. State Project Steering Committee

In each participating state, State Project Steering Committees (SPSC) will be formed in charge of oversight of state-level implementation activities.

Memberships. SPSCs comprise relevant public officials with a stake in skills development, as well as representatives from the business sector as follows:

- Commissioner or Permanent Secretary State Ministry of Education (Chairperson)
- Representative of the Private Sector (Deputy Chairperson)
- Representative of State Ministry of Trade, Commerce & Industry (Member)
- Representative of State Chamber of Commerce, Industry, Mining and Agriculture (Member)
- Representative of Dept. of Technical Education (relevant Ministry) (Member)
- State Project Coordinator (SPC) (Secretary)
- Representative of the Office of the Executive Governor (Member)
- Two (2) representative of different trade associations (Members)
- Representative of NBTE (Member)
- State Executive Secretary of TVET Board (Member)
- Representative of FME/PCU (Observer)

Members representing a defined institution will be nominated by the leadership of the institution and appointed by the Executive Governor of the State. At least one-third of the SPSC members should be female. The membership composition indicated above represents a recommendation to the state governments. However, states may compose their SPSCs according to specific state needs. Accordingly, the Governor is also free to co-opt additional members where necessary. State governments must inform the National Project Coordinator (NPC) about the SPSC composition once the SPSC is nominated, which forwards this information to the World Bank.

Responsibilities. Responsibilities and functions of the SPSCs include:

- i. General oversight of project implementation at state level;
- ii. Ensure that political decision-makers and key stakeholders in the state are well informed about the project and its implementation progress, and liaise with these on any implementation issues to facilitate smooth implementation;
- iii. Guide and support the SPIU in its project implementation activities at state level;
- iv. Discuss and comment on all reports and plans related to the IDEAS project implementation at state level;
- v. Facilitate public private dialogue about skills development matters in the state that are related to the IDEAS project;
- vi. Ensure that state-level experience and concerns in project implementation are communicated to the State Project Coordinator and National Project Coordinator, the NPSC and the World Bank;
- vii. Approve the selection of STCs to be supported under the project, recommended by the SPIU
- viii. Support the “matching” of industries and TCs to be supported under the project;
- ix. Discuss and approve the IDPs of beneficiary STCs;
- x. Approve the trade areas to be supported under Component 2, as recommended by the PMU
- xi. Conduct all other activities necessary to ensure a smooth and effective project implementation in the state.

Operation modalities. SPSCs will meet at least twice in a year preferably one calendar month prior to the scheduled meeting of the NPSC. Its quorum is 6 members including Chairman and Secretary. Members of the SPSCs are not entitled to receive an honorarium for their services on the committee

from project funds. However, costs involved in attending SPSC meetings can be reimbursed within reasonable limits.

4.2.2. State Project Implementation Units

State Project Implementation Units (SPIU) will be formed in each participating State to undertake the day-to-day administration and management activities of the project in the respective State.

Composition. The SPIU should consist of the following officers:

1. State Project Coordinator (Head of Project Office; should be conversant with project management)
2. Procurement Officer
3. Monitoring & Evaluation Officer
4. Project Accountant
5. Safeguard/Environmental Officer
6. Project Auditor
7. Communication Officer – Secretary
8. Innovation Grants Manager

The State Government may assign additional members to the SPIU. The list of proposed SPIU members with relevant CVs in each state will be submitted to the World Bank for clearance by the state government through the State Project Coordinator and National Project Coordinator. Except for special circumstances, the state government will ensure that all members of the SPIU stay in their functions throughout the lifespan of the project. Additional external consultancy support for the operations of the SPIU may be recruited as required and must be done in consultation with the World Bank.

Responsibilities. The SPIU will:

- a) Develop the Annual Work Plans and procurement plans for the Project Activities in the State in collaboration with the participating STCs and other relevant stakeholders, and the PMU;
- b) Support the implementation of the grant projects in supported STCs; this includes selection of STCs to be supported according to agreed criteria and in cooperation with the PMU, facilitation of partnerships between industries and selected STCs, assistance to TCs in the IDP implementation and monitoring of implementation progress and verification of milestones;
- c) Support the procurement activities of the supported STCs under the IDPs in accordance with the procurement guidelines of this PIM;
- d) In cooperation with the PMU, facilitate continuous stakeholder information and consultation with respect to activities to enhance informal apprenticeship training under Component 2;
- e) Facilitate the participation of technical teachers and instructors for in-service training supported under Component 3 of the project;
- f) Develop capacity development plan for the state skills development agencies and stakeholders and facilitate the implementation of the plan;
- g) Facilitate the selection and award, and manage the innovation grants for digital skills development in accordance with the innovation grant manual, which is part of this PIM;
- h) Compile required reports to be submitted to the SPSC and the State project coordinator and National Project Coordinator;

- i) Compile and provide management information data on skills development (TVET institutions, enrolment, teachers, etc.), as required, to the National Project Coordinator
- j) Liaise with NBTE and FME in implementing studies and surveys (e.g. tracer studies; teacher baseline study, impact assessments, and other) in the state
- k) Serve as Secretariat to the SPSC
- l) Ensure that all project activities under its purview are in compliance with the environmental and social safeguards requirement of the project;
- m) Advise on problems and possible solutions to project implementation issues;
- n) Carry out all other tasks needed to ensure a smooth, transparent, effective and efficient project implementation at the state.

Operation modalities. The SPIUs should be established as IDEAS project offices within the relevant state agency. The SPIUs are headed by the State Project Coordinator who will supervise and coordinate the work of the respective SPIU and is responsible for all its deliverables.

4.3. College Implementation Units and Procurement Teams

In each FSTC and STC selected to be supported under the project, a College Implementation Unit (CIU) will be formed in charge of managing the implementation of project activities (i.e. the IDP) in the TC.

Composition. The CIU will consist of 7 members, 4 persons from the private sector and 3 from the college:

- i. Chairperson from the private sector
- ii. College Principal as Secretary
- iii. Three (3) representatives of collaborating industry partners for selected trades
- iv. Senior faculty member in charge of technical subjects, who also serves as monitoring and evaluation officer
- v. College Project Accountant

The Honourable Commissioner of Education will appoint members of the CIU and will at his/her discretion co-opt other members as necessary. However, the chairperson always has to be a representative of the private sector, and in any case representatives of the private sector must outnumber the CIU members from the public sector.

Responsibilities. Specifically, the CIU will:

- a) Formulate Institutional Development Plans (IDPs) (with the support of technical assistance if required) and submit these to the SPIU for further processing and clearance;
- b) Day-to-day management of the IDP (supported by the IDEAS project) at the College
- c) Ensure proper administration, documentation and records keeping at the College
- d) Develop Work, Procurement and Financial Plans at the College level
- e) Execute approved plans
- f) Seek NBTE clearance for State Colleges and NPCU clearance for Federal Colleges, of the above before applying for No Objection from the Bank in respect of all funding from the IDEAS grant financing facility
- g) Identify training needs for teachers & instructors
- h) Identify and propose staff for training & development

- i) Follow strictly all Project financial guidelines and procedures
- j) Ensure compliance with the project’s environment and social safeguards requirements
- k) Be responsible for all monitoring and evaluation requirements of the project at the college level

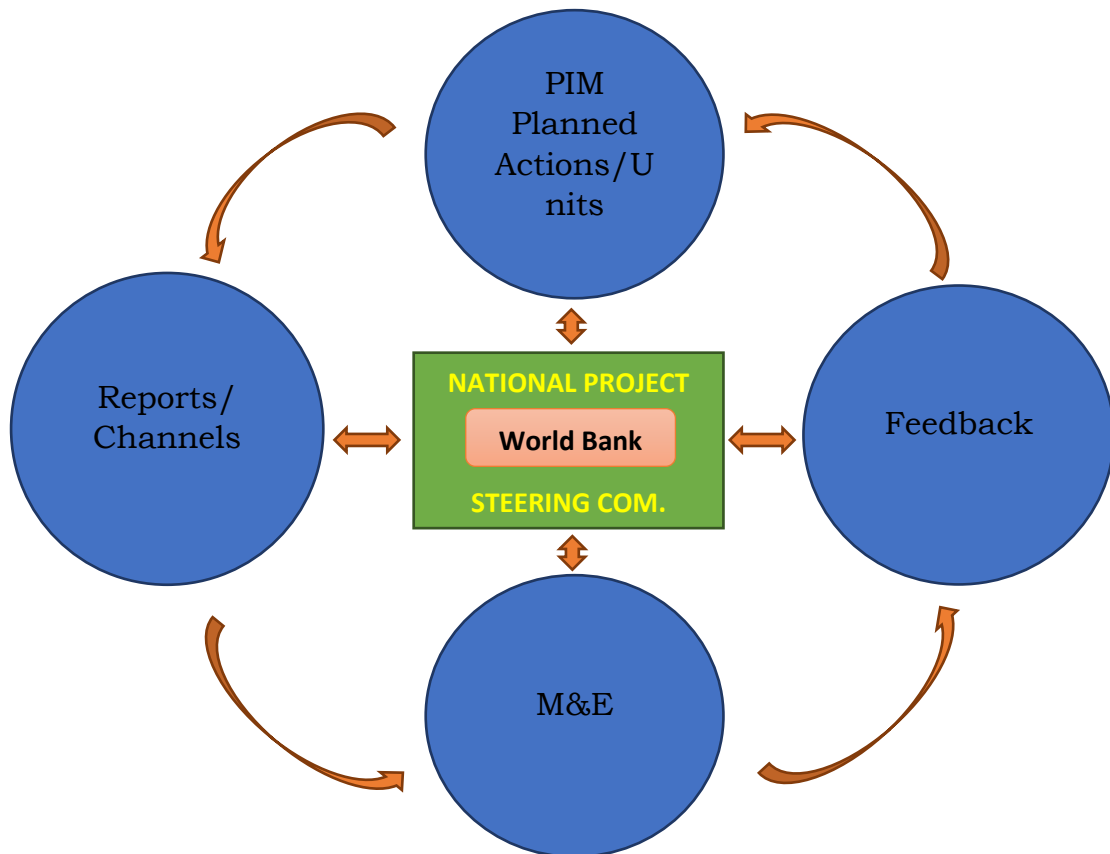
The CIU will meet at least once in a month and shall have a quorum of 4 members including Chairman and Secretary.

In addition to the CIU, **in each College, there shall be a Procurement Team (PT)** – responsible to the CIU for all procurement matters in accordance with the procurement guidelines in this PIM. The PT shall have the Principal of the College as Chairman; Technical Person (User Dept.); College Procurement Officer, College Project Accountant; representative of Private Sector.

Members of the CIU and PT are not entitled to receive an honorarium for their services from project funds. However, costs involved in attending meetings and conducting the defined assignments can be reimbursed within reasonable limits.

4.4. Overall implementation strategy

Overall principles. The PIM of the IDEAS project provides an implementation strategy that spells-out the administrative and management functions of the various arms of the Project in respect of authorization, reporting, communications channels and implementation activities for the Project. It is also a source for the proper documentation of all actions aimed at achieving the main objectives of IDEAS through its approved channels. The PIM is a document that details the broad steps and processes necessary to reach the planned goal, which includes feedback and progress reports to ensure that project implementation is on track.

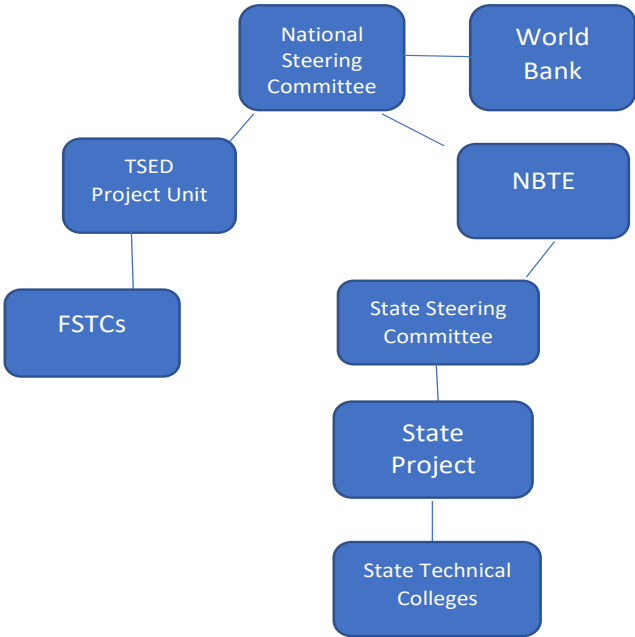


Complete and accurate information must be provided regularly to the NPSC and shared with the World Bank for timely grasp of Project progress and development and assessment for re-evaluation of future actions. The central structures i.e. the World Bank Abuja Office representing the World Bank and the NPSC representing the Federal Government of Nigeria must be fully informed of the actions and activities of the IDEAS project at any point during the implementation. The NPCU at the TSED and the PMU at the NBTE are core to the planning and execution of implementation of the Plan of Action for the Project. They will not only coordinate actions for implementation, they will be central to the reporting, assessment and evaluation of project achievements.

Reporting. All project units and structures as given by the PIM must keep individual record of activities, meetings and other actions taken during implementation, discuss same during scheduled periodic meetings and compile these in quarterly, biannual and annual reports for onward presentations to the next structural unit as given in the IDEAS Project Implementation Structure. For transparency, reports will generally be bottom-up. For example, the College PT will report to the CIU, while the CIU Reports to the SPIU and the SPIU to the SPSC and the SPSC to the NSC, through the PCU. This is strictly followed for approvals, while, lateral channels will be open for implementation of approved activities to ensure seamless communication and coordination. Similarly, the CIU will share monitoring and evaluation and progress reports with the SPIU who will consolidate these reports for sharing with the SPSC and the NPSC. CIUs of FSTCs will report directly to the NPCU at the DSTE and with increased capacity and support. All CIUs will have their Work and Procurement Plans cleared by PMU and NPCU as appropriate, before seeking for approval from the NPSC.

Reporting of the NPCU and PMU will be direct to the NPSC and independently to the Bank implementation.

Administrative Approval Structures:



Administrative Approval Structures. The various units of the IDEAS project will each have a developmental approach to project implementation and its activities. For the Institutional Development Plans (IDPs) and the annual work plans, approval will be sought by CIU to NPSC through the SPIU, SPSC and PMU/PCU as appropriate. Once approval has been sought execution of approved plans will commence programmatically by seeking the appropriate 'No Objection' from the Bank. For STCs clearance from the PMU is required before proceeding, while for the FSTCs clearance is sought from the PCU.

All financial management (see Section 8 of this PIM) and procurement procedures (see Section 9 of this PIM) of the Federal Government and the World Bank must be complied with. Project Procurement Procedures as given in Section 9 of the PIM are to be implemented as described.

5. Implementation of Components

This section includes the detailed implementation modalities and responsibilities for the four different project components. Depending on the objectives and focal areas, key implementation responsibilities in each component have been assigned to the different main implementing partners of the project (FME, NBTE and state governments). The table overleaf summarizes main implementation responsibilities of each implementing partner for each of the components and main activities groups of components. In addition, the roles of the World Bank and of the external monitoring consultant are indicated. The subsequent chapters explain in detail the different implementation steps needed to achieve the components' objectives.

Table A-1: Core responsibilities in the implementation of the IDEAS project

Component/Task	FME	NBTE	State Governments	External monitoring/clearance
Component 1: Technical Colleges				
<i>Federal TCs</i>	<p><u>NPCU:</u></p> <ul style="list-style-type: none"> • Selection of Federal TCs to be supported according to agreed criteria • Facilitation of partnerships between industries and Federal TCs (through workshops, awareness creations, liaison activities, etc.) • TA for IDP development • Evaluation and approval of IDPs • TA to assist IDP implementation • Verification of milestone achievement to trigger disbursement <p><u>FME:</u></p> <ul style="list-style-type: none"> • Signing of grant agreement 	<p><u>RSD:</u></p> <p>Assessment of foundational skills of students</p> <p>Accredit TC programmes in line with reviewed curriculum</p>		<p><u>World Bank:</u></p> <ul style="list-style-type: none"> • Clearance of TC selection • Clearance of IDPs • Clearance of annual work plans and procurement plans of TCs <p><u>Enhanced Monitoring Consultant:</u></p> <ul style="list-style-type: none"> • Annual verification/evaluation of implementation progress of all TCs
<i>State TCs</i>		<p><u>PMU:</u></p> <ul style="list-style-type: none"> • Overall Technical Assistance for support to State TCs • Review and endorsement of readiness of selected State TCs to receive grant • TA for IDP development • Review and endorsement of IDP to be submitted to World Bank for clearance • Quality assurance of IDP implementation • Endorsement of Milestone achievement <p><u>RSD:</u></p> <p>Assessment of foundational skills of students</p>	<p><u>SPIU:</u></p> <ul style="list-style-type: none"> • Selection of State TCs to be supported according to agreed criteria and in cooperation with NBTE • Facilitation of partnerships between industries • Assistance to CIUs for IDP implementation • Monitoring of implementation progress and verification of milestones <p><u>SPSC:</u></p> <ul style="list-style-type: none"> • Approval of State TC selection • Approval of IDPs • Approval of Annual Work Plans and Procurement Plans 	<p><u>World Bank:</u></p> <ul style="list-style-type: none"> • Clearance of TC selection • Clearance of IDPs • Clearance of annual work plans and procurement plans of TCs <p><u>Enhanced Monitoring Consultant:</u></p> <ul style="list-style-type: none"> • Annual verification/evaluation of implementation progress of all TCs

Component/Task	FME	NBTE	State Governments	External monitoring/clearance
			<u>State government:</u> <ul style="list-style-type: none"> • Signing of grant agreement 	
<i>Program/curriculum development and related TLM</i>		<u>PMU:</u> <ul style="list-style-type: none"> • Development of new (NSQF-based) curricula to be introduced in supported TCs according to IDPs; including development of teaching and learning material 		
Component 2: Informal Apprenticeship Training		<u>PMU:</u> <ul style="list-style-type: none"> • Overall responsibility for component implementation • Recruit long-term consultant with international experience in apprenticeship training to support component implementation • Conduct labour market assessments for identification of trades/occupational areas to be supported at state level • Suggest, in consultation with SPIU, trade areas to be supported • Select, in cooperation with SPIU and relevant trade associations, locations for cluster support • Facilitate tailor-made apprenticeship development interventions for each supported cluster • Facilitate and monitor implementation of intervention packages for supported clusters • Recruitment and management of service providers • Facilitate NSQF-assessment and certification to MCPs and apprenticeship completers • Accredite MCPs as NSQF trainers/assessors 	<u>SPIU:</u> <ul style="list-style-type: none"> • Generally liaising/cooperating with NBTE on cluster support within the states • Liaise with NBTE in the selection of trade areas to be supported • Liaise with NBTE and trade associations in the selection of locations for cluster support • Coordinate communication between supported clusters across the state <u>SPSC:</u> <ul style="list-style-type: none"> • Approval of trade areas 	<u>World Bank:</u> <ul style="list-style-type: none"> • Clearance of TOR and appointment of apprenticeship consultant • Clearance of selected trade areas and locations for cluster support • Clearance of annual work plans • Support the impact assessment activities under this component <u>Enhanced Monitoring Consultant:</u> <ul style="list-style-type: none"> • Annual verification/evaluation of implementation progress in a sample of supported clusters

Component/Task	FME	NBTE	State Governments	External monitoring/clearance
		<ul style="list-style-type: none"> • Train TC Teachers & Instructors as assessors and verifiers • Conduct foundational and digital skills assessment of beneficiaries • Facilitate an impact assessment of the interventions to improve and structure informal apprenticeship training 		
Component 3: Technical Teachers and Instructors (TTI)	<u>PCU:</u> <ul style="list-style-type: none"> • Overall responsibility for component implementation • Conduct baseline study on technical teachers and instructors in TCs • Facilitate stakeholder dialogue about and formulation of <i>Human Resource Strategy for Skills Development in Nigeria</i> • Development of detailed component implementation plan based on agreed strategy • Facilitate in-service training scheme for TTIs in line with strategy • Facilitate initiatives to develop pre-employment TTI training according to strategy • Facilitate development of CPD system • Facilitate development and implementation of scheme to upgrade MCPs to TC instructional staff • Facilitate the development and piloting of the teachers' performance assessment tool <u>FME:</u> <ul style="list-style-type: none"> • Approve <i>HR Strategy for Skills Development</i> 	<u>PMU:</u> <ul style="list-style-type: none"> • Advise on NSQF compliance in technical teachers training 	<u>SPIU:</u> <ul style="list-style-type: none"> • Facilitating technical teachers and instructors in state college to participate in in-service training 	<u>World Bank:</u> <ul style="list-style-type: none"> • Clearance of detailed component implementation plan • Clearance of annual work plans • Technically support the development and piloting of a teachers' performance assessment tool <u>Enhanced Monitoring Consultant:</u> <ul style="list-style-type: none"> • Annual verification/evaluation of implementation progress in a sample of TTI in-service training schemes

Component/Task	FME	NBTE	State Governments	External monitoring/clearance
Component 4: Improving regulatory environment and public management capacities				
<i>NSQF roll-out</i>		<u>PMU:</u> All implementation activities		<u>World Bank:</u> • Clearance of annual work plans
<i>Capacity development for public skills development management</i>	<u>PCU:</u> • Develop CD plan for FME • Facilitation of capacity development for skills development management within FME and its stakeholders	<u>PMU:</u> • Develop CD plan for NBTE • Facilitation of capacity development for NBTE regulatory functions	<u>SPIUs</u> • Develop CD plan for state skills development agencies • Facilitation of capacity development for skills development management with relevant state agencies	<u>World Bank:</u> • Clearance of capacity development plans
<i>Research, evaluation and monitoring</i>	<u>PCU:</u> • Conduct/facilitate policy studies	<u>PMU:</u> • Develop concept for MIS • Implement activities related to MIS development • Facilitate tracer studies • Produce bi-annual skills development reports • Facilitate impact assessments according to agreed plan • Facilitate evaluations according to established need		<u>World Bank:</u> • Clearance of MIS concept • Clearance of Impact Assessment Plans • Clearance of annual work plans
<i>Innovation Grants</i>	<u>PCU:</u> • Overall coordination of different grant facilities and grant managers • Public awareness creation • Overall coordination of monitoring • Assign a grant manager to the PCU • Awareness creation about innovation grants, organization of grant application and selection process in line with grant manual • Manage and monitor grant projects • Verify milestones and facilitate disbursements <u>FME:</u> • Sign grant agreements	<u>PMU:</u> • Assign a grant manager to the PMU • Awareness creation about innovation grants, organization of grant application and selection process in line with grant manual • Manage and monitor grant projects • Verify milestones and facilitate disbursements <u>NBTE:</u> Sign grant agreements	<u>SPIUs:</u> • Assign a grant manager to the SPIU (each SPIU) • Awareness creation about innovation grants, organization of grant application and selection process in line with grant manual • Manage and monitor grant projects • Verify milestones and facilitate disbursements <u>State Government:</u> Sign grant agreements	<u>World Bank:</u> • Clearance of Grant Manual (part of PIM) • Clearance of Innovation Grants <u>Enhanced Monitoring Consultant:</u> • Annual verification/evaluation of implementation progress in a sample of grant-supported sub-projects

Component/Task	FME	NBTE	State Governments	External monitoring/clearance
<i>Communication</i>	<u>PCU:</u> <ul style="list-style-type: none"> • Hire consultancy to develop communications strategy • Implement all communication activities according to strategy <u>NPSC:</u> <ul style="list-style-type: none"> • Approve Communications Strategy 			<u>World Bank:</u> <ul style="list-style-type: none"> • Clearance of TOR for development of communication strategy • Clearance of annual work plan

5.1. Component 1: Incentivizing Partnerships with Industry for Enhanced Quality and Labour-market Orientation of Public Technical Colleges

As outlined in Sections 2 and 3, Component 1 of the IDEAS project aims to overhaul technical colleges for enhanced quality and labour-market orientation. A major approach to this overhaul is to strengthen and institutionalize industry-linkages by facilitating the development of formal partnerships between industries and the supported technical colleges. While, thus, the major aim of the component is to effectively address quality and relevance issues of the colleges, indirectly, this approach will over time also lead to increased enrolment, hence better access, to the colleges: firstly, the demand from youth will increase as colleges improve their program quality and relevance; secondly, new training capacities will be created through new training programs offered – which includes short-term skilling programs; and finally institutions are expected to increase their efficiency as a result of project interventions.

Specifically, the component is expected to achieve the following:

- Development of strategic and sustainable partnerships between TCs and industry;
- Transformation of supported TCs into Centres of Excellence and Innovation in selected occupational fields / trade areas;
- Introduction of a new governance model for TCs with participation of industry;
- Improved institutional management;
- Broadening the mandate of TCs and range of training activities: Incentivizing more flexibility in training offers combining formal and non-formal training, including short-term courses for different target groups (including industry workers, unemployed, marginalized groups, etc);
- Improved quality and scope of practical learning (through well-equipped labs and workshops, well trained teachers and improved internships and industrial attachments);
- Introduction of new skills development programs, including in the fields of digital skills and green skills;
- Piloting the enhanced use of technology for improved teaching and learning;
- Piloting innovative soft skills training methodologies, including tailored soft skills programs for young women;
- Piloting mechanisms to enhance the foundational skills levels of TC students on a need's basis;
- Improved employment promotion & placement services;
- Increased female participation rate in TCs, and increased interest of young women to undergo TC training;
- Better access of people with disabilities to TC training;
- Increased employability of TC graduates;
- Sustainability of TCs through broadened and systematic income generating activities.

To achieve these objectives, the IDEAS project will provide grant funding support to selected Federal Science and Technology Colleges (FSTC) and State Technical Colleges (STC). Responsibilities and procedure for the implementation of the component in FSTCs and STCs will differ, and are separately described, if appropriate, in the following guidelines.

Component implementation can be clustered into the following major implementation steps:

- i. Selection of technical colleges
- ii. Facilitating and managing partnerships between industry and colleges
- iii. IDP preparation and approval
- iv. Management of grants
- v. Monitoring
- vi. Development of curricula and teaching/learning materials for new programs

5.1.1. Selection of Technical Colleges

Number and type of TCs to be supported. It is estimated that the total number of TCs that can be supported under the IDEAS project is approximately 40. The support will be implemented within two grant phases: During the first phase, 22 TCs will be supported, of which 10 are Federal TCs and 12 are State TCs (two TCs in each participating state).

Two years after project effectiveness, latest at the time of the project mid-term review, additional TCs will be selected for the second grant phase. This phase is expected to support all remaining FSTCs that meet the eligibility criteria and quality according to the selection criteria, and at least six State TCs. The exact composition of the group of TCs to be supported in the second grant phase will be determined two years after project effectiveness, or latest at the time of the project mid-term review, considering factors including the available component budget, previous component implementation progress in different types and locations and any lessons learnt from the first grant phase. The National Project Coordinator, in cooperation with the Project Manager, will compile and submit to the NPSC a justified proposal about the type and list of TCs to be supported in the second grant phase, to be approved by the NPSC in consultation with the World Bank.

Eligibility criteria. To be eligible for participation, TCs must have accomplished or renewed their accreditation with NBTE at the time of signing the grant contract. Furthermore, no TC with unresolved property relations or where the state cannot prove that the land has been legally acquired is eligible to benefit under this component.

Selection criteria: The criteria for selection of TCs to be supported will be applicable to both grant phases and differ marginally between FSTC and STCs:

Criteria for FSTCs	Criteria for STCs
1. TC must have a permanent site;	1. Minimum number of five programs offered in the TC;
2. TC must have sufficient number of qualified staff, i.e. not more than 5 percent vacancy rate and at least 90 percent of all teaching staff appropriately qualified;	2. Staffing: TCs with lower vacancy rate qualify over those with higher staff vacancy rate;
3. TC must have workshops and laboratories;	3. Physical infrastructure (e.g. laboratories, workshops, classrooms, etc.) must be in a state that it can be rehabilitated;
4. TC must have not less than 500 students and at least 300 students enrolled in the technical wing;	4. Enrolment: TCs with higher enrolment qualify over those with lower enrolment;
5. Spatial distribution: Equal representation of all zones and parts	5. Spatial distribution: Supported TCs must be from different senatorial districts;
6. Gender considerations: Among the group of selected TCs must be those, which are	6. Availability of electricity, water and land for expansion;

involved in occupational groups attractive for female students.	
	7. Potential to partner with private industry.

Responsibility for selection and approval. State TCs to be supported will be recommended by the SPIU (which cooperates in this task with NBTE) and approved by the SPSC. NBTE will review and endorse the preparedness of the selected State TCs to participate in the project in consultation with the World Bank. The selection of Federal TCs will be undertaken by the NPCU and verified by the NPSC in consultation with the World Bank.

5.1.2. Selection of supported occupational groups and facilitation of partnerships between industry and colleges

After TCs to be supported have been selected, two critical preparation steps have to be accomplished before the TC's CIU can be established, which will prepare the IDP to be supported. These preparation steps are:

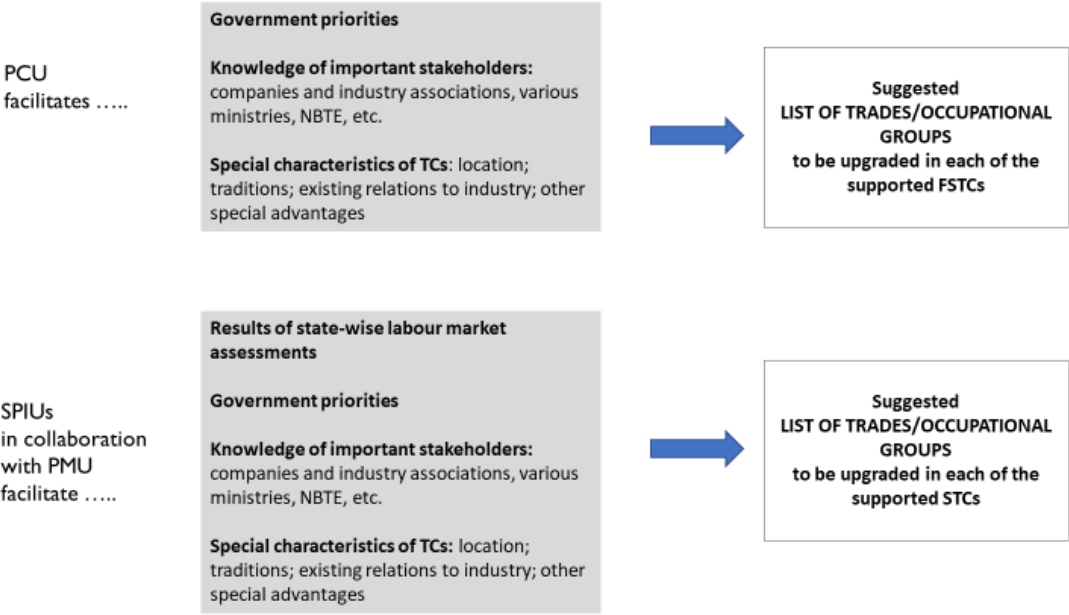
- i. Determination of trades/occupational groups to be initially upgraded in the TC;
- ii. Facilitation of partnerships ("matching") between industries and the TCs.

Determination of trades/occupational groups. The IDEAS project will not provide grant funding for rehabilitating entire TCs with all trades offered. Rather, the project will support TCs to establish what may be called "centres of competence" in a limited number of trades or occupational groups. The strategy of the IDEAS project therefore is not to spread available funds too thinly, but to comprehensively strengthen selected departments, which includes upgrading of workshops/labs, installation of new equipment/machinery as needed, curriculum development/revision as needed, training of teachers and instructors, introduction of improved/modernized teaching and learning material (if relevant) and offering of short-term training courses for different target groups. For each TC to be supported, two or three trades or occupational groups will be selected for upgrading. The number of supported trades/occupational groups per TC will be determined by the anticipated costs of upgrading.

The IDEAS project distinguishes between trades and occupational groups to be supported. A "trade" means one training program usually leading to a National Trade Certificate (NTC) and Advanced National Trade Certificate (ANTC), or a National Business Certificate (NBC) or Advanced National Business Certificate (ANBC), for example plumbing, printing crafts, of cosmetology. An "occupational group" would be a sector focus with different individual trades, which are related and all belong to one sector. Example would include construction (including bricklaying, plumbing, carpentry and joinery), engineering (including fabrication/welding, mechanical engineering, etc), or ICT (computer studies, software development, hardware engineering, etc). In the selection of what will be supported in the TC under the project, wider "occupational groups" should be preferred to single "trades", because such groups allow for synergies in upgrading facilities, developing human resources and specifically building strategic partnership with industries.

The selection of trades/occupational groups to be supported in each TC must be determined by labour market demand and should take TC-specific characteristics and traditions into account. By no means should supply-side factors be taken into consideration, i.e. a trade is selected for upgrading only because it has always been offered in the TC and there are teachers available, although it is not a priority in the labour market.

The actual determination of trades/occupational groups to be supported/upgraded in FSTCs will be facilitated by the PCU. For this purpose, the NPCU will intensively liaise with industry representatives, public stakeholders (FME, Ministry of Trade and Industry, Ministry of Labour, NBTE, and others) and technical colleges, and will compile a preliminary list of trades/occupational groups for each FSTC to be supported. This list will be approved by the TSED of the FME. In the case of STCs, the SPIUs will facilitate an in-depths stakeholder consultation on preferential trades/occupational groups to be supported in each STC, with the aim to establish a preliminary list to be approved by the State Commissioner of Education. SPIUs will be supported in this task by NBTE, which will commission state-wise labour market rapid appraisals to inform the work at state level.



“Matching” TCs with industry. The critical innovation in the support to technical colleges under the IDEAS project is the institutionalized partnership between a technical college and industry representatives. Institutionalization means: (i) the partnership is formalized through a Memorandum of Understanding (MoU) with clearly defined roles and responsibilities for each partner, and (ii) both, the educational and industry partners have a seat in the governing body (CIU), which is responsible for designing the Institutional Development Plan (IDP) and for implementing and monitoring the project. The first step, after the TCs to be supported and their occupational focus have been selected, is to identify the right industry partner(s) for the project.

Each TC to be supported must sign a MoU with at least one industry partner, but preferably with more than one. Industry partners can be individual companies or associations of businesses, i.e. chambers, sector or trade associations, and the like. To be eligible for partnership under the IDEAS project, both individual companies and business associations must be formally registered. Ideally, an industry partner (company or business association) should be committed to human resource development and should be (or represent companies that are) engaged in the occupational fields, which have been selected for support under the IDEAS project (see also Box 5-1).

Box 5-1: Requirements for Industry Partners

An ideal industry partner for a technical college to be supported under the IDEAS project should:

Company:

- employ staff in the occupational groups/trades that have been selected for support in the TC;
- appreciate skilled labour;
- be committed to human resource development and have shown this commitment previously;
- be willing to assign staff to participate in the TC's CIU and to implement the IDP;
- interested in collaborating with the TC management in all initiatives to improve the quality and relevance of training;
- be willing to support curriculum development/revision;
- be prepared to host students for internships and invest time and resources to ensure that students are well supported and supervised during internships.

Business Association:

- represent companies that employ staff in the occupational groups/trades which are offered in the TC, and preferably which have been selected for support in the TC;
- have been previously involved in supporting human resource development;
- be willing to assign staff to participate in the TC's CIU and to implement the IDP;
- be willing to mobilize member companies to cooperate with the TC for internships and other activities;
- be interested in collaborating with the TC management in all initiatives to improve the quality and relevance of training;
- be willing to support curriculum development/revision and/or mobilize industry experts for this.

Responsibility for facilitating the “matching” between TCs and industry partners rests with the NPCU for FSTCs, and SPIU for STCs. For this purpose, the NPCU and the SPIUs will facilitate awareness creation activities and events as appropriate, and liaise with political decision-makers and opinion leaders (e.g. senior government officials, umbrella business associations, other members of the NPSC and SPSCs). The PMU will collaborate with the NPCU and the SPIUs in these task, and specially support the SPIUs in identifying industry partners.

MoUs. Each partnership agreement between a TC and an industry partner will be formalised in a Memorandum of Understanding, to be signed by the three relevant partners: (1) the representative of the private sector partner; (2) the principal of the technical college; and (3) the representative of the owner of the technical college, i.e. the TSED/FME in case of FSTCs and the State Ministry of Education (or other relevant government entity) in case of STCs. The MoU articulates the mutual commitment to the partnership and stipulates in detail the agreed upon roles and responsibilities of each partner. A MoU standard form to be adapted to each individual case will be prepared by the NPCU in consultation with the PMU during the first three months of project implementation. A separate MoU needs to be signed for each partnership agreement. This means a TC will have as many MoUs signed as many partners will be part in the implementation of the IDP. At the same time, a company or industry association may have signed more than one MoU in case it partners with more than one TC. It is also possible that new partnership agreements are concluded after the commencement of the grant-funded IDP implementation under the IDEAS project. In general, the more partners have committed to collaborate with a TC, the better.

A partnership agreement may also be revoked in case of grave disagreements between the TC and the industry partners, or when other circumstances dictate so. However, as the partnership is a precondition for grant funding under the IDEAS project, the grant disbursements will be put on hold, unless at least one partnership agreement between the TC and an industry partner is active.

5.1.3. IDP preparation and approval

A grant to be awarded under Component 1 of the IDEAS projects will be based on an Institutional Development Plan. Grants will be awarded for plans with a duration of up to four years. The grants are supposed to enable TCs to undertake investments and cover costs needed to rehabilitate the colleges with a focus on selected occupational areas/trades and to overhaul the institutions' management structures.

Technical assistance for IDP development. IDP will be formulated by CIUs, which will be supported in this task, if needed, by consultants. For FSTCs, relevant TA will be organized and commissioned by the NPCU, and for STCs by the PMU. Consultants must have proven experience in the development or upgrading of TVET institutions, specialized technical expertise in the relevant occupational areas and international exposure to cutting-edge technical training approaches and technology. The TOR will be drafted following a standard format (Annex 5.1) and forwarded to the World Bank for clearance.

IDP contents. IDPs are supposed to provide clear strategic development and investment plans for TCs over four years. They will provide the base for the grant agreement for the TCs. An IDP will be formulated following a standard IDP format (Annex 5.2). The plan will be structured as follows:

1. Institutional profile and status quo:
 - All institutional baseline information
 - Current training activities and services
 - Gap analysis
2. Strategic goals:
 - Strategic vision
 - New occupational areas and programs to be developed
 - Services to be developed
 - Strategic partnerships
 - Sustainability strategy
 - Strategies to increase female participation, promote inclusive skills development, foster green skills, prevent GBV, and others
3. Needed inputs:
 - Investments (buildings, labs, workshops, classrooms, power system, etc)
 - Machines and equipment
 - Human resource development ((re-)training, upgrading, recruitments, etc)
 - Curricula, teaching and learning materials, software, systems, etc.
4. IDP Budget
5. Detailed Implementation Plan
6. Detailed Procurement Plan

IDP evaluation and approval. IDP drafts of FSTC will be evaluated and approved by the NPCU and forwarded by the NPCU to the World Bank, which will clear the IDP for funding by issuing a No Objection (NO). In the case of STCs, the IDP drafts will be evaluated and approved by the SPIU and submitted to the PMU, which has to endorse the IDP before it will be forwarded to the World Bank for NO. Once the IDPs have been cleared by the World Bank, they can be used as the basis for the grant agreement for the TCs.

5.1.4. Management of grants

Grant agreements. For the execution of the IDPs, the IDEAS project will award grants to TCs, once the college has met the following pre-conditions: (i) valid NBTE accreditation; (ii) signing of MoU with at least one industry partner; (iii) Establishment of CIU; (iv) approval and World Bank clearance of IDP. For the grant agreement, a standard grant agreement form will be prepared by the NPCU in cooperation with the PMU during the first three months of project implementation. Grant agreements for FSTCs will be signed by the FME for the part of the government, and by the CIU chair and the TC principal for the part of the TC. In case of STCs, the contract parties are the state government/commissioner of education for the part of the government, and the CIU chair and the TC principal for the part of the TC. The overall volume of the grant projects will be negotiated on a case-by-case basis dependent on the size of the TCs, the volume of planned investments, and the nature of the occupational areas supported, and should not exceed the equivalent of US\$ 2.25 million over the IDP period.

Eligible expenditure. The grant will be used to implement the envisaged reforms described in the IDP and may cover costs involved in the rehabilitation of physical structures (workshops, laboratories, studios, classrooms and staff office accommodation), technical teacher capacity building, supply of equipment, technical assistance, operational costs related to the planned reforms and others. The following table lists major eligible costs and indicates the upper and lower ceilings of the grant percentages for each cost category.

Table 5.1: Eligible expenditures and grant ceilings

Cost category	Eligible expenditure	Ineligible expenditure	Ceiling, % of grant	
			Lower	Upper
Physical infrastructure	Minor extension of buildings; Rehabilitation of existing buildings;	Construction of new buildings	./.	20
Equipment	Machinery, equipment, tools for priority trades/occupational areas; Digital teaching and learning equipment; Smart classroom equipment Equipment to be used for production workshops		./.	50
General services	Improvement of electrical installations; Installation of solar power; Improvements/installation of sanitary facilities; Improvement of hostel facilities; Communication systems; vehicles	Fencing of TC	./.	30
Staff	Salaries of contract staff related to supported trades/occupational areas and new services	Salaries and topping up of core staff	./.	10
Human resources development	Consultancies for needs assessment and HRD plans; Training interventions for staff			15
Teaching and	TLM for new programs to be			20

learning material	introduced			
Technical Assistance	Consultancies related to the implementation of the IDP			15

Disbursements and financial management. Financial management, including reporting, of grant funds and procurement under the grant projects are governed by the detailed rules described in the Financial Procedures Manual, which is part of the PIM (Sections 8 and 9). Apart from the general conditions applied to trigger disbursements under the grant, disbursement of tranches of the agreed grant funding will be furthermore contingent on meeting defined milestones under the IDP. The purpose of introducing milestones is to redirect the attention of the implementing TCs from inputs to meeting outcomes and to ensure that agreed activities are accomplished. Appropriate milestones need to be defined in a tailor-made way and negotiated case by case, and they will be part of the grant agreement. To keep the grant manageable, not more than 4 milestones should be defined in total. Milestones, while dependent on the specific nature and priorities of each IDP, could be related to outputs or outcomes such as, for example:

- Curricula finalized and approved;
- Procurement contracts signed;
- Recruitment of new staff completed;
- Equipment installed and ready to use;
- Number of students enrolled;
- Female participation rate accomplished;
- Job placement office in operation;
- Short-term programs started;
- etc.

Responsibility for the verification of milestone achievement rests with the NPCU in case of FSTCs, and with the SPIUs in case of STCs. In case of STCs, the PMU will have to endorse the verification report of the SPIUs before disbursements can be triggered.

5.1.5. Monitoring

Monitoring of Component 1 activities is a joint activity of the technical colleges and all core project implementation units of the IDEAS project. Roughly, responsibilities are divided as follows:

TCs/CIU	Collection and submission to the responsible government agency of all data related to project activities, project outputs and outcomes and expenditure, using standard reporting formats; collaboration in supervision and review missions. Collaboration in baseline data collection and tracer studies conducted by NBTE/PMU and/or NPCU.
NPCU	Coordinating and consolidation of data collection of all FSTCs; TA to FSTCs in all issues related to monitoring; coordination and consolidation of all TC data for reporting to NPST and World Bank.
SPIUs	Coordination of data collection of all STCs in the state; TA to STCs in all issues related to monitoring.
PMU	Coordination and quality assurance of all data collection and reporting of STCs; TA to SPIUs and STCs in issues related to component monitoring.
NBTE (RSD)	Implementing the foundational skills assessment of students and completers
Enhanced monitoring consultant	Annual verification of component implementation process in a sample of TCs.

Further details related to monitoring and reporting of activities under Component 1 are described in Section 7.

5.1.6. Development of curricula and teaching/learning materials for new programs

The implementation of new training programs in the supported TCs according to IDPs, both formal NTC and ANTC programs as well as short-term courses, requires swift action in the development and approval of NOS/curricula and the related development and production of teaching and learning materials. In accordance with its national mandate, the NBTE, facilitated by its PMU, will be in charge of facilitating all necessary content development and approval processes to ensure that supported TCs can operate with revised or new curricula according to their IDPs. This also includes the development of teaching and learning materials for the relevant courses, including digital TLM as appropriate.

5.1.7. Supporting foundational skills among TC graduates

There are indications that a significant share of junior secondary school graduates in Nigeria lack basic foundational skills in reading, writing and mathematics. Foundational skill gaps, however, put the success of skills training in jeopardy. Good quality TVET requires students with solid foundational skills. The IDEAS project, therefore, takes the threat of insufficient foundational skills of TVET participants into account by introducing a foundational skills assessment of TVET beginners and offering appropriate remedial modules to students, where needed. For Nigeria, this represents a pilot; appropriate assessment instruments and training modules need to be developed first.

Responsibility for implementing this activity rests with NBTE. Coordinated by the PMU, the Research and Statistics Department (RSD) of NBTE will be in charge of developing and implementing foundational skills assessments, while other relevant NBTE departments will develop standards for foundational skills and provide curricula for specific remedial modules. If required, the PMU will recruit consultancy support for these tasks. NPCU and PMU together will devise an implementation strategy for the foundational skills enhancement activities, which includes clarification of how the modules will be integrated into lesson plans and measures to ensure that sufficient competent teaching staff is available for implementation of foundational skills training in the supported TCs.

5.2. Component 2: Improving skills formation in the informal sector

Overall implementation responsibility for Component 2 of the IDEAS project rests with the PMU in the NBTE.

The component aims to sustainably address quality, relevance and recognition issues of so-called “informal apprenticeship training”, i.e. apprenticeship training provided by MCPs in the informal sector. As outlined before, informal apprenticeship training is widespread in Nigeria and presumably the largest and most accessible training system in the country. However, it tends to be trapped in a vicious cycle of low skills and low productivity in the informal sector. Inspired by ample experience with strengthening informal apprenticeship training in other African countries, under this component the IDEAS project aims to develop “structured apprenticeship training” in selected informal sector clusters across the participating states. The planned interventions are supposed to:

- Develop a model that demonstrates informal apprenticeships that can be structured and effective in creating skilled workers according to industry needs;

- Equip MCPs across multiple trades with skills in new technologies, ICT, pedagogy, occupational safety and health and entrepreneurship, and improve their skills for competence assessment of apprentices;
- Improve the recognition of informal apprenticeship training by making NSQF assessment and certification available in the informal sector;
- Improve theoretical, digital, foundational, soft and entrepreneurship skills of informal apprentices;
- Link formal and non-formal organizations for large-scale national upskilling and formal qualifications across the country;
- Develop a model which demonstrates working children, disadvantaged, underprivileged women, persons with special needs and people with low levels of education can become skilled workers through an improved apprenticeship system;
- Actively support female participation and the participation of vulnerable youth in informal apprenticeship training by introducing incentives, i.e. stipends.
- Support the sustainable growth of a major employment sector in Nigeria.

To achieve the above-mentioned objectives, a comprehensive support package will be provided to selected MCPs and their apprentices in a defined range of trades/occupational areas in the states. While component activities are coordinated by the PMU, an array of stakeholders will be involved at different steps of the implementation. Apart from the MCPs themselves and their apprentices, these include the SPIUs, chambers, trade associations, training centres, the NBTE as regulatory authority, awarding bodies and sector skills councils. Furthermore, different service providers (consultants) will be involved in the preparation, implementation and monitoring of component activities.

5.2.1. Selection of trades, clusters and participants (MCPs and apprentices)

Master Crafts persons to be targeted. MCPs and their apprentices form the core of the component. To improve their skills, capacities and labour market standing is the aim of all activities. MCPs can be defined as traditionally recognized senior experts (masters) in their trade in the informal economy. MCPs are usually involved in informal apprenticeship training, i.e., a number of youth work under their supervision and authority with the aim to learn the trade. To be eligible to benefit under the IDEAS project, an MCP should have a minimum of 12 years of independent work experience, be a registered member of a trade association and should have the basic tools, equipment and manpower required for production and training of apprentices.

What are clusters to be supported? Component activities will focus on clusters of MCPs. A cluster in this context means a group of approximately 15 MCPs of the same trade and operating within a radius of 5 kilometres. Clusters will be formed specifically for the purpose of the IDEAS project. All MCPs forming one cluster should be registered with the same trade association. Clusters are defined and registered for the purpose of the IDEAS project, however, they are not necessarily legally registered under any Government of Nigeria law. For the purpose of communication within the project, i.e., vis-à-vis the PMU and other project stakeholders and implementers, clusters should designate a cluster coordinator.

Selection of trades to be supported. Component activities will be implemented in three to five different trades per state, which are selected on the basis of their importance for the state’s labour market and employment growth. Some trades may be selected for support in different states. This implies that the final number of different trades to be targeted under the component is only known once all states have identified the trades to be specifically targeted in their state. It is expected that the total number of trades to be supported under the project across states will be between five and ten.

Which trades to be targeted under the component will be decided at state level, and the selection process will be facilitated and strongly supported by the PMU. For this purpose, the PMU will commission a state-level labour market assessment (which is the same study that informs the selection of priority trades/occupational areas for Component 1), which will identify for each state the relative importance and market prospect for different trades and the institutional and stakeholder environment for trade and sector-specific representation and development. Informed by this baseline study, the PMU will – liaising for this closely with the SPIU and other state stakeholders – for each state draw up a prioritized list of trade areas to be targeted, based on the following criteria:

- (i) labour market growth potential of the trade;
- (ii) actual prevalence of trade activities;
- (iii) actual or potential female participation in apprenticeship in the trade; and
- (iv) strength of trade association in the state.

The prioritized list of trades will be submitted to the SPSCs, which will endorse the list in consultation with the World Bank.

Forming clusters. Once trade areas are identified, the PMU – in consultation with the SPIU – will discuss with the state-level trade associations of the selected trades about the location, in which activities will be implemented (i.e. a cluster formed), and the identification of participating MCPs in the cluster. The state-level trade associations will finally decide about the location of the clusters, but the PMU has to approve this selection of location. In each location where a cluster is to be formed, the relevant local unit of the trade association will nominate approximately 15 individual MCPs with potential, interest and commitment to form a cluster and participate in the planned interventions. While the average number of MCPs in one cluster will be around 15, each cluster should not have less than 10 MCP members, and not more than 20. A cluster is considered to be formed for the purpose of the project, if the PMU has received from the trade association the list of participating MCPs and the name of the cluster coordinator, and if the PMU has endorsed the list.

Apprentices to be targeted. The component primarily targets existing apprentices, which also includes those newly recruited by MCPs during the project duration. Unlike other projects operating in Nigeria (e.g. Mafita, YESSO), the project does not aim to bring a new target group into the system of informal apprenticeship but intends to work with “normal” apprentices and improve their training environment and experience. As such, all apprentices of selected cluster MCPs, are eligible to participate in the project activities.

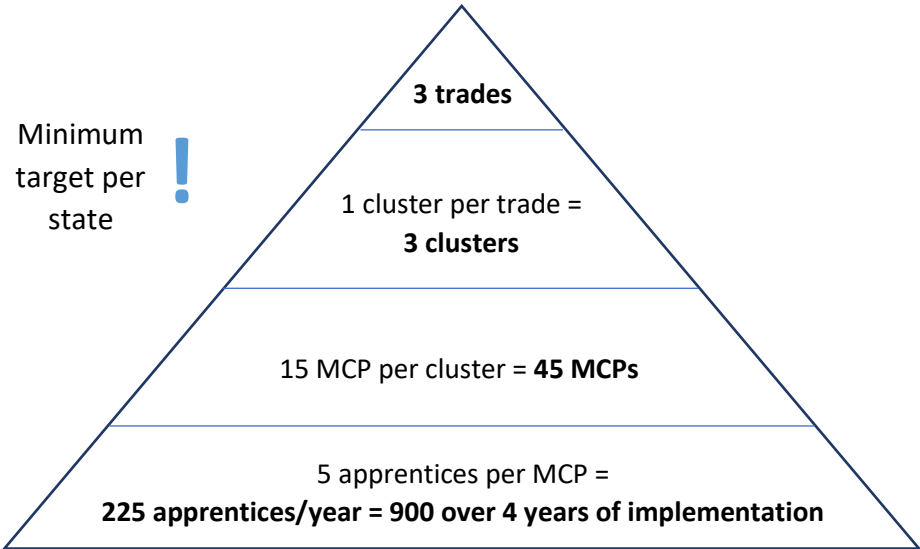
However, the project will also incentivize vulnerable youth to participate, with the aim that at least 10 percent of all supported apprentices under the project are from vulnerable backgrounds, which includes orphans and youth from very poor households, marginalized girls and young people with disabilities. The selection of vulnerable youth will be based on the national registry when possible. If the national registry has not been implemented, the criteria for selecting benefitting youth should be the same as used in the national registry. Incentives will include small stipends to cover transport and

other essential costs related to the participation in apprenticeship training. All stipends will be paid to beneficiaries through bank accounts (including mobile accounts). During the first year of project implementation, the PMU will prepare a policy note (“Inclusion of vulnerable youth in informal apprenticeships”) outlining in more detail selection principles for beneficiaries, incentives and other procedures.

Female participation. Irrespective of whether existing or newly recruited apprentices or specially selected vulnerable youth are targeted: the overall share of female apprentices across all benefitting apprentices under the IDEAS project (in all states) must not be lower than 20%. In its overall component coordination function, the PMU is responsible for ensuring that this target is met. Key instruments for achieving the gender target include the selection of trades to be supported as well as incentive targeting.

Minimum targets. As a minimum, in each state three different trades will be selected for interventions, and for each trade one cluster will be formed. This accounts for 45 participating MCPs (15 in each cluster), each having at least 5 apprentices working under him/her and participating in the component activities. As the structured apprenticeship programs are expected to have a duration of one year on average, and assuming that from the second project year onwards new apprentices are undergoing training annually over a total of four years during the project lifespan, a minimum total of 900 apprentices per state are calculated (see Figure 5-1), summing up to a total of 5,400 apprentices to be targeted by interventions throughout the project (across all participating states). It should be emphasised that this represents the expected minimum, which is likely to be considerably exceeded, once component activities have been kicked-off, instruments are established and stakeholders, especially MCPs and apprentices, have understood the benefits of the project.

Figure 5-1: Minimum number of targeted trades, clusters, MCPs and apprentices per state



5.2.2. Interventions to improve the quality and relevance of informal apprenticeships

Scope of interventions

The strategy to enhance the quality and relevance of informal apprenticeship training underpinning this component must be considered a pilot, and, thus, is subject to flexible implementation and possibly modification as the project moves forward.

Type of interventions. The support package for each targeted cluster under this component comprises a set of interventions, clustered into five main intervention groups. The definition of the standard package has been derived from evaluating experience from other similar projects internationally and within Nigeria. This package may be adjusted to fit the specific needs and context of each identified cluster and to incorporate learning from experience.

Preliminarily, the standard intervention package includes activities as listed in Table 5-2 below.

Table 5-2: Intervention menu for the support of informal apprenticeship training

Intervention groups	Specific interventions
1) Organizational development support to trade and cluster organizations	<ul style="list-style-type: none"> • Capacity development for trade associations (state-level and below) on their role in apprenticeship training • Capacity development and coaching of cluster leadership • Support to cluster formation • Support clusters and trade associations in monitoring
2) Technical skills upgrading training, digital skills development, pedagogical and business management training for MCPs	<ul style="list-style-type: none"> • Skill gap analysis and needs assessments of MCPs in the cluster • Develop customized training plan for MCPs in each cluster • Develop curricula and training material for training courses / workshops for MCPs • Development of workplace guidelines • Provide pedagogical skills development to MCPs • Provide digital skills training to MCPs • Provide entrepreneurial, business management and housekeeping training to MCPs • Provide technical upgrading to MCPs • Capacity building of training providers as required
3) Supplementary basic and digital skills, theory, soft- and entrepreneurship training and potentially foundational skills training for apprentices	<ul style="list-style-type: none"> • Training needs analysis for apprentices in each cluster • Develop training plan for apprentices • Develop curricula and training materials • Provide classes to participating apprentices according to findings of needs assessment in the fields of trade theory, digital literacy and digital trade skills, entrepreneurship skills and soft skills • Assess foundational skills level of apprentices and provide relevant foundational skills training as needed • Capacity development of training providers, as required • Monitor and evaluate training and its outcomes
4) Access to NSQF-based assessment and certification for formal recognition of competencies to both MCPs and apprenticeship completers	<ul style="list-style-type: none"> • Develop NOS and training plans/curricula for structured apprenticeship training • Develop assessment instruments • Training and certification of MCPs as quality assurance assessors (<i>not necessarily limited to MCPs in supported clusters</i>) • NSQF assessment and certification of apprenticeship completers and MCPs
5) Business development support through mentoring, limited provision of tools and shared	<ul style="list-style-type: none"> • Provision, if needed and to a limited extent, of tools, equipment and furniture to establish a training workplace for apprentices • Provision of shared modern equipment to MCPs, to a limited extent,

<p>modern equipment, and facilitation of access to other needed business development services</p>	<p>based on needs assessments and defined utilization plan</p> <ul style="list-style-type: none"> • Development of digital business management and marketing instruments • Facilitation of access to finance (facilitate contact and communication with financial service providers), and of access to markets • Mentoring of business start-up of graduate apprentices
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The primary goal of Component 2 of the IDEAS project is to develop and improve training provided in the informal sector, rather than business sector development as such. Nevertheless, making MCPs better trainers may also require some support to make them better and more successful businesspeople. On the other hand, supporting apprenticeship completers to establish themselves in the market will contribute to raising the attractiveness of informal apprenticeship training. Against this background, the IDEAS project makes provision for limited business development support under the fifth intervention group (see Table 5-2).

Implementation plans. Latest six months after the cluster has been formed, the PMU must have prepared an implementation plan and budget for each cluster to be supported. The plan will describe in detail the interventions planned, implementation details (including service providers) and a tentative intervention schedule. The plan will serve as a basis for activity monitoring at cluster level. To use component resources as economically as possible, some interventions may be implemented in a way that more than one cluster benefits, e.g. selected training courses, capacity building for training and service providers, etc.

NSQF alignment and the development of apprenticeship training in Nigeria

Apart from improving the quality and relevance of informal apprenticeship training in Nigeria, the component is also expected to contribute to (1) bringing apprenticeship training in the informal sector under the umbrella of the NSQF, thus improving transparency and recognition of learning outcomes; and (2) fostering the emergence of an apprenticeship training system in Nigeria through developing curricula and assessment instruments for apprenticeships, as well as programs and instruments of capacity building for workplace supervisors.

In this context, in addition to the work in support of MCPs and apprentices in the supported clusters, NBTE under this component will conduct activities towards development of an apprenticeship system for Nigeria, which includes, among others:

- Development of a logical and quality assurance framework for the delivery of apprenticeship training;
- Development of awareness creation material for apprenticeships;
- Development, review and classification of NOS for trades identified to be of importance in apprenticeship including development of related training plans, teaching and learning materials;
- Training of MCPs as quality assurance managers and quality assurance assessors;
- Preparing policy, regulatory and legal documents for the institutionalization of apprenticeship training.

Technical Assistance

Component implementation will substantially rely on technical assistance provided by subject experts and service providers:

- For the purpose of strengthening the PMU’s overall capacities in the implementation of the component, NBTE will competitively recruit an apprenticeship expert as lead consultant on a full-time basis and acceptable to the World Bank. The consultant must demonstrate previous international exposure and be able to coordinate activities across states.
- To support implementation at cluster level, PMU will recruit one national consultant on full time basis for each participating state. The national apprenticeship consultants are in charge of overseeing and coordinating component activities in the supported clusters in the states, conduct capacity building of trade associations for apprenticeship promotion in the states, and liaise with all relevant stakeholders and with the state governments.
- Service providers will be recruited by the PMU for various activities related to needs assessments, organizational development, development of training concepts and programs, curriculum development, provision of training and other capacity development activities, and others. Details will be outlined in the annual work plans and the implementation plans for the cluster development. Service providers will be individually recruited, and their contracts managed by the PMU in accordance with procurement and financial management rules as outlined in sections 8 and 9 of this manual.

Training providers in the catchment areas of supported clusters play in key role in delivering additional classroom training to apprentices (trade theory, entrepreneurship and business management, digital skills, soft and life skills, foundational skills), as well as to MCPs (technical upgrading, business management, digital skills, etc). To support the sustainability of the project, training providers to be used for project activities should be permanently based in the project areas. Ideal project partners would be technical colleges, polytechnics, vocational training centres and other training institution with a mandate in TVET. The PMU is in charge of identifying suitable and capable training providers through a competitive and transparent selection process. Necessary capacity development of training providers may be supported by the project in case of public or private non-for-profit institutions.

5.2.3. Component monitoring

Monitoring of Component 2 activities is mainly the responsibility of the PMU, which will cooperate with other stakeholders in this task. Monitoring tasks can be summarized as follows in the table below. Monitoring and evaluation requirements of the entire project are provided in greater detail in Chapter 7 of this PIM.

PMU	Overall responsibility for all activity and results monitoring
NBTE (RSD)	Implementing the foundational skills assessment of apprenticeship completers; coordinate in impact assessments
Trade associations	Compiling data on participating MCPs and apprentices, and cluster activities
SPIU	Oversee and combine the data and information provided by trade associations into one combined state-level report
Enhanced monitoring consultant	Annual verification of component implementation process in a sample of clusters.

5.2.4. Facilitate learning from the component activities

Impact assessment. As part of the overall project monitoring, activities under Component 2 are geared towards broadening the knowledge about apprenticeship development in Nigeria. The PMU, as the unit responsible for Component 2 implementation, will therefore facilitate the implementation of one impact evaluation (IE) project accompanying component implementation from the start till the end under this phase. Detailed questions to be assessed are still to be decided upon, but it is

expected that the evaluation will shed light on issues such as (i) which interventions are specifically effective in improving quality and relevance of IAT; (ii) effectiveness of soft skills training and foundational skills training on labour market outcomes of apprenticeship completers; (iii) effectiveness of special female targeted interventions on the success of female apprentices; (iv) effectiveness of stipends on the likelihood of vulnerable youth to participate in IAT; or (v) potential negative impact on formalization of IAT, i.e. through the introduction of fees for certification.

Steps in the preparation of the impact assessment include:

1. *Development of IE plan:* During the first six months of project implementation a workshop will be held with PMU experts, the World Bank and IAT stakeholders to define detailed IE questions, related activities to conduct the research as well as the TOR for the research team to conduct the IE. The output of the workshop will be a detailed IE plan including TOR for the research team. The IE Plan, including the TOR, will be approved by the World Bank before further processing.
2. *Recruitment of IE research team:* The PMU is in charge of the competitive selection of the IE research team in accordance with the relevant procurement rules (see Section 9) and in consultation with the World Bank.
3. *Monitoring of the IE:* Monitoring of the progress of the IE is subject to regular component monitoring under the leadership of the PMU, and will be followed up by the World Bank during its regular implementation support missions.
4. *Interim reports:* The research team is expected to compile and present interim reports as outlined in the IE plan.

The World Bank has strong expertise in impact assessments and will render ongoing support to the implementation of these activities.

Stakeholder discussions on apprenticeship promotion. To ensure experience and lessons from the component implementation are made public within the Nigerian stakeholder community and fed into the further discussion on apprenticeship reform and promotion, the PMU will facilitate the formation and work of an informal *Apprenticeship Training Resource Group* comprising interested experts from Nigerian stakeholders and development partners. The group will assemble annually or upon need, and is expected to exchange knowledge and experience, contribute to the coordination of activities in the field of apprenticeship promotion, discuss the interim reports of the IE, extract lessons learned to conceptualize upscaling of interventions, and contribute to relevant policy discussions.

5.3. Component 3: Increasing the availability of competent and motivated technical teachers and instructors

No education system can rise above the level of its teachers, and this applies also to TVET. In view of the short supply and vacancies of technical teachers & instructors in the TVET system, the current rate of demand for quality technical teachers is far beyond the production capacity of the existing technical teachers training facilities, especially since many graduates of technical teacher programs are not interested to join the TVET teaching profession. For TCs, NBTE reports a significant dearth of technical teachers both in quantity and quality to supply the colleges with qualified teachers for all the study programs offered. As a result, technical teachers posts remain vacant, or teachers without or lower than required qualification perform the required teaching tasks. Training programs for existing technical teachers hardly exist nowadays.

Component overview. This component of the IDEAS project will assist the FGN to comprehensively address the challenge of securing a sufficient corps of adequately qualified, competent and motivated teachers to be available for technical colleges in Nigeria. It combines more fundamental strategic re-thinking of technical teachers' development with immediate in-service upgrading of existing teachers and the initiation of a long-term institutional development for improved and sustainable teachers training and retraining systems. Accordingly, the component can be divided into five main activities areas:

- (i) *Human Resource Strategy for Skills Development (HRSSD):* Development of a strategic framework to develop technical teachers' resources in Nigeria;
- (ii) *In-service training for TVET teachers and instructors:* Implementing an immediate remedial package of upgrading programs for existing technical teachers upon established needs, to align their competencies with modern technological and pedagogical developments and with the requirements of updated curricula;
- (iii) *Pre-service training for TVET teachers and instructors:* Supporting TVET teachers training institutions with the necessary inputs to deliver in accordance with the new strategic framework for technical teachers training;
- (iv) *Continuous professional development (CPD):* Conceptualizing and implementing on a pilot basis a systematic CPD framework and system in selected occupational fields;
- (v) *Technical teachers' performance measurement:* Designing and implementing a system to measure performance of technical teachers in Nigeria as a tool for long-term monitoring and development of technical teaching resources.

The overall responsibility for the implementation of this component rests with the FME, specifically the PCU, which will liaise with the relevant stakeholders in technical teachers development, notably the Teachers Service Commissions, NBTE, Commission of Colleges for Technical Education, relevant tertiary education institutions, academia, and others.

Detailed activities to implement most parts of the component still need to be developed. They will depend on the details of the strategic framework for human resource development in TVET, which will be formulated as the first main activity under this component. Based on the strategic discussion, the NPCU will develop a detailed component implementation plan not later than one year after project effectiveness to be cleared by the World Bank.

Target group. Generally, interventions supported under this component are meant to benefit not only teachers and instructors in those technical colleges that are supported under this project but teaching staff in all technical colleges and other technical training institutions at comparable levels and across the country. However, only teachers/instructors involved in teaching technical subjects are targeted, but not science and general education subject teachers, even if they teach in technical colleges.

TVET Human Resource Task Force. While overall implementation responsibility of the component rests with the PCU, a *TVET Human Resource Task Force* will be formed to guide the implementation of the component. The Task Force will ensure that all key stakeholders in technical teachers/instructors training will be informed and involved in strategic decisions and implementation monitoring. The Task Force will be appointed by the Permanent Secretary FME. It should not exceed

12 members and should comprise representatives from the FME, NBTE, academia, private training providers and industry, and other relevant stakeholders.

5.3.1. Human Resource Strategy for Skills Development

Formulating the HRSSD is the first step in the comprehensive approach to technical teachers development under the IDEAS project. The strategy will help the government to precisely identify needs and gaps, and to find feasible and sustainable solutions to addressing the needs and filling the gaps in line with international best practice.

Elements of the Strategy. The HRSSD should include principles, directions, main strategies and activities, targets (outputs and outcomes) of all aspects that are relevant to improve the availability of technical teaching staff in the TVET space. It should cover, for example:

- (i) estimates of future demand for technical teachers and instructors in Nigeria considering current vacancies, expected retirements and skills development growth prospects;
- (ii) strategies to improve work conditions and career prospects for technical teachers and instructors;
- (iii) entry requirements into technical teaching professions;
- (iv) deployment policies at federal and state-levels;
- (v) pre-service training needs analysis and development strategies;
- (vi) in-service training needs analysis and delivery strategies; and
- (vii) a strategy for the development of a continuous professional development (CPD) system for technical teachers and instructors.

The above list represents critical elements and reform areas to be tackled based on stakeholder discussions during project preparation. More issues and reform requirements may come up during further research and stakeholder consultations that will take place during the HRSSD formulation process.

Approach to develop the HRSSD. It is not unlikely that the HRSSD will initiate considerable changes in the way technical teachers are recruited, trained, retrained, employed and remunerated in the future. To develop the strategy in a way that it devises a feasible, acceptable and efficient reform process, it is imperative that the formulation process is open and transparent, and that all relevant stakeholders are involved from the beginning and throughout the process. This will be achieved by conducting stakeholder workshops at critical points in the formulation process, providing continuous feedback to political decision-makers and making drafts and reports public to the interested audience.

Furthermore, the strategy formulation process must be evidence-based and reflective of international best practice. This requires firstly a baseline study to be conducted as an initial step to compile missing data on technical teachers in Nigeria. Further studies may need to be conducted if felt necessary during the formulation process. The importance of the subject matter requires the recruitment of highly experienced consultants with considerable exposure to international experience for any study in this context. To ensure the HRSSD is enriched by international experience, at least one of the workshops conducted in the strategy formulation process must have participation of international subject practitioners and specialists.

Steps in the HRSSD formulation. The following steps are envisaged as a minimum:

1. Baseline study on technical teachers and instructors and of currently existing pre-employment and in-service training programs and institutions. The study will inform the strategic dialogue and provide baseline data for further implementation planning. The baseline study has already been commissioned during project preparation.
2. First stakeholder workshop to discuss the findings of the study and discuss and achieve stakeholder consensus on major policy and strategic directions included in the HRSSD.
3. Drafting of HRSSD document: The first draft HRSSD will be compiled by the TVET Human Resources Task Force. The NPCU will competitively and in consultation with the World Bank recruit an experienced consultant with exposure to international best practice to support the drafting process. The draft will be shared with stakeholders.
4. Second stakeholder workshop to discuss the draft HRSSD with all relevant stakeholders.
5. Finalization of HRSSD document in line with agreements reached at the stakeholder workshop.
6. Adoption of the HRSSD by the Federal Minister of Education.

The formulation process will be facilitated by the NPCU. The HRSSD draft should be ready one year after effectiveness of the IDEAS project to facilitate the smooth planning and implementation of the other component activities.

5.3.2. In-service training for TVET teachers and instructors

Overview. To address immediate capacity gaps and motivational challenges of serving teaching staff in Nigerian TCs, the IDEAS project will fund an in-service upgrading scheme covering technical teachers and instructors from TCs across the country including those who are affiliated to TCs not supported under the project. The in-service training scheme is expected to cover methodological and pedagogical skills, ICT/digital skills and technical skills. Details will depend on the outcome of the baseline survey and other gap analyses, which are already available or will be commissioned upon need. Furthermore, as the introduction of NSQF-affiliated NTC/NBC curricula in TCs progresses, a process which is supported under Component 4, upgrading programs of TC teaching staff will be extended to NSQF assessor/verifier training, with the aim to qualify TC teaching staff to teach according to NSQF requirements.

Capacity Enhancement Plan for TC Teaching Staff. Based on the results of the baseline study and the subsequent discussions at the first HRSSD workshop (see above), the NPCU in cooperation with NBTE and other stakeholders, will develop a *Capacity Enhancement Plan for TC Teaching Staff* not later than six (6) months after project effectiveness. The plan will provide a detailed outline of:

- Number of technical teachers and instructors to be targeted (a tentative target is 50% of the TC technical teachers/instructors population), disaggregated by qualification level, trade, gender and possibly other characteristics (e.g. state of location)
- Skills, knowledge and competencies to be addressed through upgrading training (identification of major gaps)
- A tentative training schedule
- Tentative strategy to develop master trainers
- Requirements/standards for technology-based training delivery, as appropriate
- Rules and procedures for selection of benefitting technical teachers/instructors
- Financial arrangements (which partner or beneficiary is bearing which costs)
- Estimated budget of the Capacity Enhancement Plan

- Monitoring plan
- Any other specifications as appropriate.

Service provider to deliver the plan. Once the Capacity Enhancement Plan is approved by the FME, the NPCU will competitively recruit a service provider for the detailed outline and delivery of the plan. The consultant must have relevant international experience in planning, designing and delivery of the in-service training scheme for TVET teaching staff. The consultant is expected to suggest a detailed implementation strategy and plan for the Capacity Enhancement Plan, which may also include suggestions for modifications in the Capacity Enhancement Plan. Terms of Reference for and selection of the service provider will be developed by the NPCU and require Bank clearance (no objection).

Responsibilities. In-service training activities are expected to last until the end of the project. The NPCU is in charge of managing the service provider contract and monitoring implementation progress of the Capacity Enhancement Plan.

5.3.3. Pre-service training of TVET teachers and instructors

A detailed implementation plan for the IDEAS support to pre-service training of TVET teachers and instructors will be developed in the second year of project implementation, after the HRSSD has been adopted and based on its strategic recommendations. It is expected that any improved TVET teachers and instructors training system will substantially include technology-based teaching and learning resources. Responsible for the development of the implementation plan is the NPCU, supported and guided by the TVET Human Resources Task Force in consultation with the World Bank.

5.3.4. Continuous professional development

A detailed implementation plan for the IDEAS support to continuous profession development for TVET teachers and instructors will be developed in the second year of project implementation, after the HRSSD has been adopted and based on its strategic recommendations. Responsible for the development of the implementation plan is the NPCU, supported and guided by the TVET Human Resources Task Force in consultation with the World Bank.

5.3.5. Pilot scheme: Master crafts persons as TC trainers

Using workplace practitioners as teachers and instructors in TCs can be an obvious strategy of technical training institutions to cope with shortages of teaching staff. Furthermore, it may also be a deliberate mechanism to deepen linkages with the world of work and ensure that teaching staff possesses up-to-date practical skills.

Under this component, the IDEAS project will pilot the use of master crafts persons as teaching staff in technical colleges. Again, a detailed implementation plan including rules of recruitment, terms of employment, requirements for further training/certification, etc., will be compiled in the second year of project implementation, following the discussions and stipulations in the HRSSD. The NPCU is responsible for drawing up the implementation plan for this field of activities, supported and guided by the TVET Human Resource Task Force.

The pilot will be implemented in the participating states of the IDEAS project. The costs involved in recruiting MCPs as additional staff for TCs will be borne by the State governments.

5.3.6. Technical Teacher performance measurement

Overview. To strengthen the focus on performance of technical teachers and instructors, the project will support the development and implementation of a technical teacher and instructor performance measurement approach and tool. This will be informed by international experience and best practice in technical teacher performance measurement and will be appropriate and applicable in the specific Nigerian context.

Consultancy support and scope of activities. For this purpose, the NPCU will competitively recruit a competent consultant with exposure to international experience. TOR for and selection of the consultant will require World Bank clearance (no objection). The consultant will be tasked to (i) explore options for the introduction of a system of technical teachers performance management in Nigeria, reflecting on experience elsewhere and international best practice; (ii) facilitate stakeholder consultations on the topic; (iii) develop the performance measurement tool and test it in Nigeria; (iv) conduct the necessary capacity development to build a sufficient core of Nigerian experts to run the system; (v) conduct at least two rounds of performance measurement covering different parts of the country; (vi) recommend on how to link the performance measurement system with career pathways of technical teachers/instructors; compile a report including the results of the performance measurement and reflecting on the appropriateness of the tool for Nigeria. The consultant’s input must be designed to systematically build in-country capacity for the performance measurement system.

5.3.7. Component Monitoring

Monitoring of Component 3 activities is the responsibility of the NPCU, supported by the TVET Human Resources Task Force. Monitoring tasks can be summarized as follows:

NPCU	Overall responsibility for all activity and results monitoring
TVET Human Resource Task Force	Stakeholder evaluation of component activities and its results
Performance measurement consultant	Evaluation of the performance measurement tool and its appropriateness in Nigeria
Enhanced monitoring consultant	Annual verification of implementation process of in-service training activities on a sample basis.

Further details related to monitoring and reporting of activities under Component 3 are described in Section 7 of this PIM.

5.4. Component 4: Strengthening the regulatory environment and public management capacities for market-oriented skills development

This component can be considered complementary to the other components. It comprises a number of measures that combined are expected to increase the capacities of public management of skills development.

The component can be divided into five distinct groups of activities:

1. NSQF roll-out
2. Capacity development of public skills development agencies
3. Research, monitoring and evaluation

4. Innovation grants to support digital skills development
5. Communication

Different implementation partners and project secretariats are involved in and responsible for the implementation of component activities. Details are described below.

5.4.1. NSQF roll-out (activity group 4.1)

Overview. Strengthening the implementation and coverage of the National Skills Qualification Framework is an essential contribution to improve the skills development sector in Nigeria. As outlined before, the NSQF is institutionally established and has been successfully applied to selected segments of the skills development system. However, so far resources were insufficient to roll it out to the entire skills development sector in Nigeria, and subsequently not all training programs have been aligned with the more practice-oriented outcome-based training paradigm. Notably the formal TVET system is still following traditional curricula, with the consequence that graduates are generally considered not fit for employment. Against this background, the IDEAS project aims to put considerable resources in the further institutional development and broad implementation of the NSQF, including in the formal TVET sector. Support to the NSQF roll-out will comprise the following activities: (a) developing Sector Skills Councils (SSCs); (b) developing new NOS; (c) developing Quality Assurance Assessors (QAAs), Quality Assurance Managers (QAM) and trainers; formulation of new TVET curricula.

Operational issues. As the NBTE is the “owner” of the NSQF in Nigeria, implementation responsibility for this group of activities rests with the PMU. The PMU may hire service providers and individual consultants for special tasks as need arises. Within the first 3 months after project effectiveness, the PMU will provide a detailed implementation plan for this part of the component.

Targets. The following table summarises the major activities and targets to be accomplished under the project in support of the NSQF roll-out:

Table 5.3: Activities and targets in support of NSQF development under the IDEAS project

Activity	Description	Targets over project duration	(Memo) RF targets
Support Sector Skills Councils	New SSCs will be established in critical need sectors and supported to provide the necessary documentation; Existing SSCs will be strengthened by training of SSC members, and availing resources for core activities, such as labour market analyses; SSCs will be empowered to provide labour market information and identify other skills related sectoral needs; Additional SSCs will be established.	SSCs established; existing SSCs strengthened	12 SSCs in total operational
Develop National Occupational Standards (NOS)	NOS will be developed in collaboration with Awarding Bodies, SSCs, professional bodies, regulatory agencies, trade and employers’ associations and industry practitioners. These will be developed especially in priority areas of the Government’s ERGP.	New NOS recognised; NOS developed for qualifications	
Upgrade TVET	TVET curricula for formal technical	TC curricula revised or	15 TC

curricula in line with NOS	colleges will be reviewed and upgraded to international standards in line with NOS. Curricula in new and emerging trade areas will be developed in line with current market needs and the developed NOS.	newly developed and based on NOS	curricula NSQF aligned
Capacitate technical colleges to train in line with NSQF requirements	TCs will be supported to reform their training practice in a new training model that supports relevant and flexible, and market-driven, programmes. Management of TCs will be trained in the new system for effective synchronisation of training programmes with the NSQs system. Support and technical assistance will be provided to TCs in terms of NSQF implementation.	TCs capacitated	
Train and certify assessors and verifiers	This will consist of training of Quality Assurance Assessors (QAA), Quality Assurance Managers and Training of Trainers in selected trades. Target groups will include master trainers, professional industry practitioners, technical instructors from technical institutions, including TC teachers.	QAA certified QA Managers certified trainers certified as verifiers	1000 technical teachers and instructors from TCs and other skills acquisition centers certified

5.4.2. Capacity development for public skills development management (activity group 4.2)

Overview. Under the component, funds to support capacity development will be provided to staff from select agencies that are involved in skills development. The IDEAS budget foresees earmarked allocations for the purpose of capacity development for each implementing partner (FME, NBTE, six state governments). Primarily, the component is directed toward capacity development of those eight implementation partners of the project plus the National and State Project Steering Committees. However, the implementation partners may also allow other key agencies and partners to participate in the capacity development activities that are funded under their earmarked funding window. For example, a state government may decide that the state CCIMA or another state-level business association should also become subject to capacity development in the field of skills development.

Eligible activities. Under this activity group, potentially all measures may be supported, which lead to enhanced staff capabilities and institutional implementation capacity of the targeted agencies in the field of skills development, with the exception of general infrastructure and equipment, and recurrent costs. Activities, however, must be clearly related to capacity development in the field of fostering skills development. For example, capacity development in technical fields related to general education should not be funded.

Capacity development activities may include:

- Workshops/seminars
- Training courses specially organized for the purpose of the project

- Participation in training programs inside and outside of Nigeria, for the purpose of both development/upgrading of competencies and upgrading of qualifications
- Study tours inside and outside of Nigeria
- Peer-to-peer learning activities
- Procurement/development of operational systems (e.g. special software for the management of quality assurance, accreditation, assessments, etc.)

Not eligible for funding under this budget heading is the procurement of office infrastructure (e.g. construction and rehabilitation of buildings, utility installations, etc) and equipment (furniture, vehicles, office equipment); as well as all kind of recurrent costs (salaries, utility costs, fuel, communication, etc).

Responsibilities. Responsibility for the overall coordination of capacity development activities under this component rests with the NPCU, while each individual project secretariat is in charge of capacity development activities in its catchment area. Each project secretariat (NPCU, PMU, SPIUs) will during the first year of project implementation draw up a budgeted *Capacity Building Plan* within the limits of the budget allocated to each agency for this purpose. The plans will be submitted to the NPCU, which will forward them to the World Bank for clearance (NO). The NPCU will also, as necessary, provide technical assistance to the other agencies in drawing up the Capacity Development Plan, for example for identifying capacity development needs and relevant interventions. Furthermore, in particular the NPCU will ensure that interventions will be coordinated and that inter-agency synergies are achieved, as far as possible, to ensure cost-effectiveness of interventions (e.g. joint training courses).

5.4.3. Research, monitoring and evaluation (activity group 4.3)

This group of activities is meant to boldly enhance the availability and quality of knowledge in the Nigerian skills development space. More data, better information, thorough analyses and informed expert debates are indispensable to plan for the future of skills development in Nigeria. In this context, the IDEAS project will support the improvement of management information for skills development, fund tracer studies, initiate the compilation of Annual Nigeria Skills Development Reports and foster reform policy development through supporting policy studies.

Management information system. At the moment, there is no comprehensive and functioning management information system for skills development in Nigeria resulting in a serious dearth of credible, timely and comprehensive data and knowledge, and subsequently uninformed planning and reform processes. A foresighted reform project therefore needs to address the issue of management information with priority.

At the moment, two agencies are tasked with collecting and collating data for skills development: the Nigeria Education Management Information System (NEMIS), which operates under the FME, as well as the Research and Statistics Department (RSD) of the NBTE. Any intervention to support a Skills Development MIS (SDMIS) must clarify institutional responsibilities as a first step.

During the first year of its implementation, the project will therefore fund an initial TVET MIS concept design process. The goal is to come up with an architecture for a future SDMIS for Nigeria that (a) targets the wider space of skills development including formal, non-formal and (ideally) informal skills development, (b) is responsive to Nigeria's data and information needs, (c) is comprehensive in the scope of data collected (supply data, result data (assessment results, labour market outcomes, possible labour market characteristics as necessary), (d) avoids duplication in data collection, i.e. uses to the extent possible existing data from other sources, (e) integrates decentralized data notably

from states and local training providers; and (f) is sustainable. The design process should be driven by a joint FME/NBTE task force and supported and moderated by an external consultant with exposure to international best practice in skills development data system. The external consultant will be recruited by the PMU. The TOR for and selection of the external consultant must be agreed upon by the PMU and the NPCU in consultation with the World Bank. The design process is supposed to deliver the following:

- (i) Stocktaking and assessment of currently available data sources for skills development (in a wider sense including formal, non- and informal skills development)
- (ii) Analysis of the legal and regulatory situation related to SDMIS and its responsibilities
- (iii) Analysis of the capacities of NEMIS and RSD to develop, expand and maintain a SDMIS
- (iv) Analysis of international best practice in SDMIS and its appropriateness for Nigeria
- (v) Develop feasible options for the development of a future-proof architecture of a unified, or coordinated, SDMIS, including
 - Detailed description of institutional responsibilities at all levels
 - Detailed description of institutional requirements (infrastructure, systems and staff) at all levels
 - Investment plan
 - Road map for the development and introduction of the SDMIS.
- (vi) Formulate recommendations related to the design and road map for the SDMIS development

Recommendations should be presented to and discussed with stakeholders before approved and processed. The final recommended SDMIS concept must be approved by the FME.

Subsequently, any activities towards SDMIS development to be supported under the IDEAS project will be in accordance with the results of the design process and will reflect the developed road map.

The SDMIS development will be facilitated by the PMU in close cooperation with the PCU. Any major decisions on activities, such as the TOR for the external consultant to facilitate the design process, will require approval of both secretariats.

Tracer studies. The IDEAS project will support tracer studies of graduates of skills development programs for two purposes:

- (i) To meet the intermediate results indicator, which requires the accomplishment of two tracer studies in the second and fourth year of the project;
- (ii) To develop a standard methodology and instrument for tracer studies of skills development graduates that can be mainstreamed in the Nigerian skills development system, i.e. easily and cost-effectively implemented by the Nigerian authorities after the end of the project.

Facilitated by the PMU, the RSD of NBTE will implement the tracer studies, which includes the development of a methodology, data collection as well as analysis and reporting of results. While developing the methodology, emphasis should be on exploring options for technology-assisted data collection (e.g. mobile-phone based) and analysis to make it easy to replicate the studies in the future. If needed, a consultant can be recruited to assist the development of the methodology and pilot implementation of the tracer study. However, the aim is to develop and bring to maturity a tracer study methodology that can be applied in the future by skills development agencies themselves without involvement of external technical assistance.

Annual Nigeria Skills Development Report. To address the dearth of publicly available knowledge on skills development in Nigeria, the IDEAS project will support the introduction of periodically published Nigeria Skills Development Reports, which compile available knowledge on the skills

development system, its results and impact and foster relevant discussions on skills development requirements. Its main sources would be data from the SDMIS, the results of the tracer surveys, as well as data and information, evaluations and other research results provided by any other actors in the skills system. The reports would be available and distributed in hardcopy, as well as downloadable on relevant websites, including the IDEAS project website. The IDEAS project results framework requires the report to be presented twice, in the third and fifth year of project implementation.

Responsibility for compiling and managing the Annual Nigeria Skills Development Report is with NBTE, facilitated by the PMU.

Policy research. The ongoing reform of the skills development system in Nigeria will require a range of policy research and national policy dialogue processes. These may range from formulating a national policy on skills development, preparing the establishment of a National Skills Development Council, assessing the system of financing skills development, and other policy areas. The IDEAS project has made budgetary provisions to support necessary policy research and policy development, as appropriate and required and above what is already been planned in other activity groups. As a matter of principle, all policy research and dialogue processes to be supported under the project must be transparent and involving relevant stakeholders. Eligible expenses include consultancy services for policy research and design, costs of national dialogue processes such as workshops, as well as costs related to dissemination and publication.

Responsible for implementing related activities is the NPCU. Policy research to be funded by the project requires prior approval of the NPSC.

5.4.4. Innovation Grants to support digital skills development (activity group 4.4)

Overview. Under the component, the IDEAS project will capacitate federal and state-level TVET agencies to support innovative training initiatives in the field of digital skills and digital entrepreneurship in their catchment areas. All eight implementing agencies under the project, i.e. FME (through NPCU), NBTE (through PMU) and the state governments of the six participating states (through their SPIUs) will be provided with financial resources to set up competitively accessible grant facilities, which will be used to fund innovative projects for digital skills and market development implemented by private and non-governmental service providers. Principally, all Nigerians with an interest in and aptitude for digital skills development are potential target beneficiaries of supported projects, irrespective of gender, age and educational attainment. Access to grant funding will be based on competition in order to allocate available funding as transparent, efficient and effective as possible. Therefore, interested organizations will apply for grants, and the grantees will be identified through a criteria-based selection process.

Financial allocation to each facility. It is envisaged that the overall financial volume contributed by the project to each state grant facility is the equivalent of US\$ 900,000; US\$ 1,500,000 to the grant facility of NBTE and US\$ 1,700,000 to the facility of FME.

Management of the facilities. The grant facilities will be managed by the eight project secretariats, i.e. the NPCU (for the FME), the PMU (for NBTE), and by the six SPIUs (for the state governments) in the Abia, Benue, Edo, Ekiti, Gombe and Kano states. For this purpose, each project secretariat will include one *Innovation Grant Manager* who will be solely in charge of managing the grant facility. The Innovation Grant Manager reports to the head of the project secretariat. The NPCU will develop a standard job description of the Innovation Grant Manager in consultation with the PMU.

Responsibilities of the Innovation Grant Managers include in particular:

- Create awareness about the facility among potentially interested organizations; make the grant rules and procedures and application forms available to all potential applicants in the catchment area;
- Organize the call for proposals;
- Support potential applicants in proposal preparation as needed (it is indispensable, that any information and support provided to one applicant will be made available to each applicant);
- Facilitate formation and operation of the selection panels; serve as secretary to the selection panel;
- Facilitate grant contract preparation and signing;
- Monitor and report on grant projects implementation process, and facilitate disbursements of grant tranches according to FM rules;
- Implement evaluation and tracer surveys in accordance with guidelines provided by the NPCU;
- Regularly inform the head of the relevant project secretariat about innovation grant implementation progress;
- Facilitate public awareness about experience, performance and lessons learnt from grant projects;
- Participate in scheduled coordination meetings of grant managers in the project secretariats;
- Conduct all other activities, as devised by the head of the project secretariat, to ensure a smooth, transparent and effective implementation of the grant facility in the catchment area.

All information and templates related to the innovation facilities, and relevant information about applicants, the selection process, grant recipients, progress of grant projects and evaluation results will be made available on the IDEAS's website.

Each project secretariat manages its innovation grant facility independently. However, to foster learning from experience exchange, all eight grant managers will meet from time to time (at least twice every year) to share experience, report on progress, plan for joint evaluation activities and discuss implementation challenges. These meetings can also be through electronic media. Responsible for convening the meetings is the Innovation Grant Manager of the NPCU.

Nature of projects to be supported. Projects to be supported under the grant funding facility must meet the following characteristics among others and, targeting the poor and vulnerable groups:

- contribute to the development of digital literacy, digital basic skills, digital specialized skills, e-lancing, e-entrepreneurship and/or e-markets;
- aim to provide training services, potentially complemented by wrap-around services to improve marketability of skills;
- have a strong gender component and support digital skills development of women and disadvantaged youth;
- provide clear linkages between the training and employment opportunities, and also increased earnings through entrepreneurship and self-employment
- be responsive to industry skills gaps
- provides soft skills, communication and confidence building training
- have a sound sustainability prospect: preferably support the emergence of digital skills and market development programs and hubs that will remain operational after the end of the project;
- overall project duration not longer than 3 years;

- target beneficiaries over the project duration.

The minimum grant volume for each project is the equivalent of US\$ 100,000. There is no defined upper limit. Therefore, the number of projects to be funded through the project-supported grant facility is dependent on the financial volume of the individual projects awarded. The facility will fund as many projects as can be funded with the available resources.

Eligible beneficiary organizations (grantees). The following conditions apply for an organisation to be eligible to apply for and receive grant funding under the facility:

- private or non-governmental organizations (i.e. including for-profit organizations and non-for-profit organizations) operating in the catchment area;
- formally registered in Nigeria (not necessarily in the catchment area);
- at least three years in existence;
- prior experience in training provision and/or digital skills or digital entrepreneurship development.

It is also possible that more than one organization jointly apply as a consortium for project grant funding. In this case one of the organizations must clearly be identified as the lead, which will sign the grant contract and bears the full responsibility for proper use and management of funds. The eligibility criteria above only apply to the lead organization.

Eligible expenditure. As indicated before, the minimum volume of grant support per project is US\$ 100,000, in order to ensure a minimum size and impact of the planned interventions. There is no defined upper limit, but applicants have to present a feasible implementation plan together with a realistic and cost-conscious budget, which will be assessed during the evaluation and selection process.

The grant facility will cover costs to implement the project up to a maximum of 80%. The balance has to be covered by the applicant, but it is allowed that the 20% own contribution is covered through other third-party contributions.

Eligible expenditure include limited investment cost to set up the training environment and develop the teaching/coaching staff for their tasks, organizational overheads, recurrent costs of the interventions and costs related to monitoring and evaluations. Investment costs for facilities, equipment and furniture shall not exceed 30% of the overall grant volume. Ineligible are the following costs:

- Construction of new buildings;
- Vehicles;
- Equipment and furniture that is not directly related to the activities (teaching, coaching, mentoring, etc.) of the intervention. For example, office equipment for the general management of the organization or classroom furniture for general classrooms of a training institution that are not used for the digital skills intervention do not represent eligible costs under the innovation grant.

Process to identify, select and award grant projects. As highlighted before, the process to select projects for grant funding under the innovation grant facilities must follow the principles of transparency and fairness. To achieve this, all eight facilities are subject to defined operational rules and must use standard instruments for application, evaluation, selection and grant management.

Box 5-2: The IDEAS Innovation Grant Selection Panel (IGSP)

The NPCU, PMU and six SPIUs will each form an IGSP for the sole purpose of competitively selecting the innovation projects to be grant-funded in the defined catchment areas of the secretariat. Each panel will comprise three members and will be supported by the grant manager as the secretary.

The three panel members include the head of the project secretariat (i.e. the National project coordinator in case of NPCU, the Project Manager in case of PMU, and the State Project Coordinators in case of the SPIUs), one representative of the relevant agency (i.e. FME, NBTE and state governments), and one stakeholder representative, who must be from the private or non-governmental sector, be an expert in digital skills and/or represent the digital economy. Members of the IGSP must not be in any way affiliated to an organization that applies for grant funding under the grant facility in order to avoid conflict of interest. If such a conflict of interest occurs, the relevant member needs to be replaced.

The IGSP members are appointed by the hosting agencies (FME, NBTE, state governments) upon nomination of the relevant project secretariat (PCU, PMU, SPIUs).

There will be one call for proposals to apply for innovation grants during the first year of the IDEAS project implementation. The selection of the winning proposals is done competitively by the IDEAS Innovation Grant Selection Panel (IGSP), which will be formed by each project secretariat (see Box 5.2). Each project secretariat will facilitate and handle the selection process by its own and independently. As such, there will be eight different selection processes. The selection process comprises the following steps:

- 1. Call for proposals**

Each project secretariat, through the grant manager, will publish a call for proposal in its catchment area. The call will describe the objectives of the innovation grant facility, summarize its rules and conditions, refer to the full guidelines and tools available on the IDEAS webpage, and defines the time-line for applications. The deadline for submitting a proposal should not be later than eight (8) weeks after the publication of the Call for Proposals.

The NPCU will prepare a standard call for proposals, which will be used for all eight grant facilities. However, project secretariats may modify the standard call for proposals to fit their special purpose, if appropriate.
- 2. Support to applications**

To ensure that all relevant stakeholders in the catchment area are informed and understand the grant facility and its rules, the grant manager will conduct at least one public meeting, where all interested stakeholders and organizations can participate. The grant manager must organize the invitation to this meeting(s) in a way that ensures that all potential applicants are reached. During this meeting, the objectives, rules and procedures, and instruments are explained in detail and questions answered. The details of the meeting will be published in the call for proposals so all potential applicants are aware at the time of publication. The grant manager has to ensure that any answer to any question that may be raised by one applicant in the preparation process is made known to all applicants in an appropriate way.
- 3. Preparation and submission of applications**

Project proposals for grant funding must be prepared by the applicant using the standard proposal form, attached in Annex 5-4. Proposals including all required attachments (certification of registration/incorporation; MoUs in case of consortia, references, CVs of key staff, etc.) must be submitted latest at the end of the day indicated as submission deadline in the Call for Proposals. The proposal must be

submitted electronically, unless special circumstances require differently, which would be specified in the Call for Proposals. The grant manager must acknowledge receipt of the proposal latest three days after arrival.

- 4. Eligibility check** Incoming proposals will first be screened for eligibility by the grant manager. In case the proposal does not meet the stipulated eligibility requirements, the grant manager declares the proposal ineligible. The declaration of ineligibility will be cleared by the head of the project secretariat and then send to the applicant. Where necessary, applicants will be provided with the opportunity to provide any clarification with regards to their application. This will be done in writing. It will be at the applicant's discretion to file a grievance at the project's Grievance Redress Mechanism in case it feels that its case was improperly treated.
- 5. Evaluation and scoring of proposals** All eligible proposals will be evaluated and scored by the IGSP against uniformly defined criteria and using the selection instruments attached in Annex 5-5. The instruments help the evaluation team to conduct a criteria-based evaluation and scoring of each proposal. Key criteria include (a) capacity of applicant, (b) previous experience in digital skills development; (c) market relevance of skills developed (how likely is it that completers will find a job?); (d) relevance of the project for the development of the digital economy/digital market; (e) cost-effectiveness of the planned intervention; (f) sustainability prospect of the supported project (how likely is it that the project will continue once grant funding has come to an end?) and the gender component of the project (how does this proposal intend to attract and retain women on the training). Using the instruments attached in Annex 5-5, the IGSP will conduct a scoring of each proposal. Ideally, the scoring is conducted as a group exercise with one scoring result per proposal. If this idea turns out to be unfeasible (because the evaluators cannot agree on one the scores), alternatively, each evaluator in the IGST conducts his/her individual scoring, and the average of the final scores of all evaluators will be taken.
- 6. Selection of winning proposals** Proposals to be accepted must reach a minimum score of 14 out of a maximum of 27 scores. The scored proposals will then be ranked according to their scores. The proposals with the highest scores will be selected for grant funding, until all available funding is committed. Those proposals that reached the minimum score for funding but were not selected because other proposals scored higher, are put on a substitute list. They may be chosen in case additional funding is available. However, a substitute candidate can only be chosen until the end of the second year to ensure that the project can be completed within the duration of the IDEAS project. The list of projects finally selected for grant funding will be sent to the World Bank for clearance (no objection) by the National project coordinator (PCU). With the list, the proposal documents of the suggested winning projects must also be made available to the Bank (e.g. through dropbox access). Once the Bank has given its NO, the grant manager can notify the applicants and start with contract negotiations.
- 7. Notification of** After receipt of the World Bank NO, the grant manager informs each

results applicant about the results of the selection process. The results will also be published on the IDEAS Website. The applicants whose proposals were selected for grant funding will be invited for contract negotiations.

8. Contract finalization Within two weeks after notification, the grant manager and the assigned project manager of the grant project will negotiate the terms of the contract. During these negotiations, the budget may be re-negotiated to fit FM specifications of the IDEAS project, milestones for disbursement defined, and any other unsettled issues resolved. The final contract will be signed by the responsible senior official of the grantee and the awarding agency, i.e. either the FME, the NBTE or a state government. A standard contract form to be developed by the NPCU during the first year of project implementation may be used.

Project management. Each project to be funded by the Innovation Grant Facilities will be headed by a *Project Manager*. The Project Manager must have been identified already at proposal stage and must have the requisite technical and managerial qualification and experience to lead the implementation of a substantial innovative grant project. The Project Manager must remain unchanged during the project duration except for gross misconduct or other important reasons. If a project manager needs to be replaced, the grantee has to present the CV of the new candidate to the project secretariat in charge and seek clearance for the re-appointment. The project secretariat has the right to reject the candidate if he/she does not meet the qualification and competence requirements. If the grantee fails to present a new project manager acceptable to the project secretariat, the grant contract can be terminated.

The project manager will compile quarterly and annual activity and progress reports to the grant manager using the standard reporting formats that will be developed as part of the guidelines for the innovation grant facility by the PMU/NPCU. The project manager also has to report immediately to the grant manager any changes or circumstances in the project implementation or project environment that may affect the progress of the project implementation.

Financial management and procurement. Rules and procedures for financial management and reporting as well as procurement for grant projects are described in the respective section of this PIM (Sections 8 and 9).

Development of guidelines for the innovation grant facility. The PMU/NPCU will develop detailed guidelines for the innovation grant facility which will include at least the following:

- eligible processes to be followed by the grantees in the use of funds including financial management and procurement processes;
- eligible expenditures;
- data collecting and reporting responsibilities including operational and financial data;
- conditions for disbursements against milestones;
- responsibilities towards compliance with the environment and social safeguards requirements and towards climate change concerns;
- responsibilities towards providing grievance redressal mechanisms to population groups that will be affected by the activities of the grantees through the use of funds;
- liabilities in the case of fraud and corruption, or in exceptional circumstances external to the project;
- any other as deemed necessary by the NPCU/PMU.

Table 5-4: Summary Overview of Innovation Grants

Objective	To support the emergence of innovative digital skills training initiatives
Funding principles	Competitively accessible grant funding for individual innovation projects
Organizational structure	Total of eight (8) innovation funds, managed by eight different implementing agencies: FME (NPCU), NBTE (PMU), state governments (SPIU)
Eligible grantees	Non-governmental organizations (including private for-profit and private non-profit organizations) with prior experience in training and/or digital skills and entrepreneurship development, must be formally registered entity, in operation for at least 3 years
Target group	All Nigerians especially women (all levels of educational attainment) wishing to enhance their skills for employment and self-employment in the digital economy
Eligible grant projects	Must provide innovative initiatives (e.g. hubs) to train in the fields of digital skills development, e-lancing, and e-market entrepreneurship; minimum value per project US\$ 100,000; overall duration of the grant project up to three years.
Selection panel	Each innovation fund forms an Innovation Grant Selection Panel (IGSP) to evaluate proposals and select projects to be awarded a grant. Evaluation and selection done using standard instruments. IGSP is comprised of head of project secretariat, representative of implementing agency and stakeholder representative with expertise in digital skills and digital economy. Grant manager serves as secretary.
Selection process	One round of proposals; criteria-based selection done by selection panel, comprising government and private stakeholders; standard selection instrument to be applied by all innovation funds. Number of projects to be funded upon availability of funds.
Funding conditions	Innovation grants covers up to 80% of project costs. Disbursement based on milestones.
Eligible expenditure	Investment in equipment and training facilities up to 30% of grant amount. No vehicles. Recurrent costs for activities and monitoring.
Monitoring	Monitoring of grant project performance rests with the grant manager in each project secretariat. Overall monitoring of the innovation grant initiative is with the PCU. End evaluation of Grant Facility, and tracer study of graduates.

Monitoring of Innovation Grant Facility. Responsibility for monitoring progress of grant projects rests with the grant managers of the respective project secretariats, which report consolidated project reports to the NPCU grant manager. The NPCU grant manager has the overall monitoring responsibility for the consolidated Innovation Grant Facility vis-à-vis the National Project Coordinator. In addition, the Enhanced Monitoring Consultant will visit selected grant projects to verify implementation progress.

As the Innovation Grant Facility is an innovative pilot project, results monitoring is essential to evaluate the appropriateness of the instrument and identify further needs in digital skills development. The NPCU will therefore commission an independent evaluation of the facility (i.e. the eight independent facilities combined) at the beginning of the third year of project implementation to be conducted by an experienced consultant. TORs for the consultant to be hired for carrying out the evaluation will be developed by the NPCU timely. The results of the evaluation will be applied to the project for the remaining duration. Furthermore, also during the last year of project implementation, the Research and Statistics Department of the NBTE will conduct a tracer study of completers/beneficiaries of grant projects that were supported under the Innovation Grant Facility.

More detail on the monitoring, reporting and assessment of this activity is provided in Chapter 7 of this PIM.

5.4.5. Communication (activity group 4.5)

Overall responsibility for communication rests with the NPCU, especially the Communications Officer under the leadership of the National project coordinator. However, the day-to-day implementation responsibilities will be shared with the other project secretariats (PMU and SPIUs), which all have a communication officer assigned. From time to time, as need arises, the NPCU communications officer will convene a meeting of communication officers from all project secretariats to discuss strategies and important implementation issues.

Communication represents a key function of the IDEAS project. It comprises two different – albeit intertwined – elements:

- a) Communication about the IDEAS project: creating public awareness about project objectives, strategies, activities and results, and making reports, guidelines and other important documents publicly available;
- b) Communication about skills development in general: leveraging project activities for public awareness creation about skills and their importance, to address the reputational challenges of technical and vocational training, as well as informing the public about the value of skills in the labour market and about skills development opportunities in Nigeria.

As a first step, the NPCU will lead the development of a comprehensive communications strategy covering both elements described above. The communication strategy must be ready for implementation latest 6 months after project effectiveness. The NPCU may commission the development of the communications strategy to an experienced consultant. TORs for the communication strategy development will be developed by the PCU. The draft communication strategy will be discussed and finalized by the communication officers’ meeting and submitted for final approval to the NPSC.

Following the recommendations of the Communications Strategy, the NPCU will develop a detailed communication workplan and budget within the first year of project implementation.

The NPCU will furthermore, and independently from the outcome of the Communications Strategy, initiate immediately after project effectiveness the development and launching of a project website, on which all important and interesting project documents will be uploaded.

5.4.6. Component Monitoring

As the component comprises a range of activity groups, which differ in nature and implementation responsibility, all partners in the projects are involved in the monitoring of Component 4 to a different extent. Roughly, responsibilities are divided as follows:

NPCU	Monitoring of grant project implementation and results for the FME Innovation Grant Facility; Coordinating and consolidation of monitoring of grant project implementation of all Innovation Grant Facilities; Conduct end evaluation of Innovation Grant Facility; Monitoring implementation of Communications Strategy, in conjunction with communication officers from other project secretariats; Monitoring FME capacity building activities;
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	Coordination and consolidation of monitoring of capacity building activities by the different project secretariats; Preparation of overall consolidated monitoring reports related to Component 4 activities.
PMU	Monitoring of all NSQF related project activities; Monitoring of grant project implementation and results for the NBTE Innovation Grant Facility; Monitoring progress of NBTE capacity development activities; Monitoring progress of MIS development activities.
SPIUs	Monitoring of grant project implementation and results for the state government Innovation Grant Facilities; Monitoring progress of state government capacity development activities.
Grantees of Innovation Grant Facilities	Monitoring and reporting on activities, progress and results of grant project activities; Supporting a tracer study to be conducted on beneficiaries of innovation grant projects.
FME/EMIS	Reporting on progress of activities related to MIS development, as appropriate.
NBTE/RSD	Reporting on progress of activities related to MIS development, as appropriate; Conducting tracer study of beneficiaries of innovation grant projects
Enhanced monitoring consultant	Annual verification of implementation process of Innovation Grant Projects on a sample basis.

Further details related to monitoring and reporting of activities under Component 4 are described in Section 7.

6. Safeguards and Crosscutting Issues

Safeguards are measures taken to protect someone or something or to prevent something undesirable. The Bank's environmental and social safeguard policies are a cornerstone of its support to sustainable poverty reduction. Their objective is to prevent and mitigate undue harm to people and their environment in the development process.

Cross Cutting issues are those matters which relate to and must be considered in all project activities. Cross-cutting issues in the IDEAS project include (i) gender equality and increased participation of females; (ii) attention to climate change; and (iii) equality for/inclusion of people with disabilities.

6.1. Responsibilities for Environmental and Social Management Unit

6.1.1. Roles and Responsibilities

The Federal Ministry of Environment: responsible for ensuring applicable standards are applied, environmental and social liability investigations, monitoring and evaluation process, lead role in provision of advice on screening, scoping, review of draft RAP/EA report (in liaison with Environment Assessment Department), receiving comments from stakeholders, and convening a technical decision-making panel.

The FME in collaboration with NBTE's Research and Statistic Department (RSD) : will be responsible for Project screening and categorization for EA. Compliance overseer at state level on matters of land acquisition and compensation and other resettlement issues, provision of advice on screening, scoping, review of draft RAP/EA report (in liaison with Federal Ministry of Environment), receiving comments from stakeholders, public hearing of the project proposals. Granting of environmental and other licenses.

The NPCU and PMU: The IDEAS project will have environment and social management specialists at both the federal (NPCU and PMU) and state levels (SPIU) and in TCs and other implementing units as necessary. ESG Officers would be hired or seconded from the Federal Ministry of Environment and State Ministry of Environment to the NPCU/PMU and the SPIU, respectively. The environmental/social safeguard experts must ensure compliance with the FGN and WB environment standards as agreed in the Environmental and Social Management Framework (ESMF) for the project.

The roles and responsibilities of the environmental and social safeguards (ESG) officers responsible for the project's environmental and social issues are described below:

IDEAS environment and social safeguard officers: The IDEAS project will have environment and social management specialists at both the federal (NPCU and PMU) and state levels (SPIU) and in TCs and other implementing units as necessary. ESG Officer would be hired or seconded from the Federal Ministry of Environment and State Ministry of Environment to the NPCU/PMU and the SPIU, respectively. The Environmental/Social Safeguard Experts must ensure compliance with the FGN and WB environment standards as agreed in the Environmental and Social Management Framework (ESMF) for the project. The specialists would:

- Prepare and review TORs for the selection of consultants that would produce site-specific Environmental and Social Management Plans (ESMP), Environmental and Social Impact Assessments (ESIA) and Resettlements Action Plans (RAP);

- Review all ESIA/ESMPs documents prepared by environmental and social consultants and ensure adequacy under the World Bank Safeguard policies;
- Ensure that the project design and specifications adequately reflect the recommendations of the ESIA/ ESMPs;
- Co-ordinate application, follow up and processing, and obtain requisite clearances required for the project, if required;
- Prepare compliance reports with statutory requirements;
- Continuously carry out stakeholder engagements and interact with the NGOs and community groups that would be involved in the project;
- Participate in other project activities such as procurement and work plan design to ensure the inclusion of safeguard activities and participate in supervision activities;
- Develop a monitoring plan to ensure ESMP implementation occurs in a standard manner across project locations;
- Review the performance of the project through an assessment of the periodic environmental and social monitoring reports; provide a summary of the same to the head of the project secretariat, of which the ESG officer is part of;
- Develop, organize and deliver training programs for the project staff, the contractors and others involved in the project implementation, in collaboration with the NPCU;
- Review and approve the Contractor's Implementation Plan for the environmental measures, as per the ESIA/ESMP and any other supplementary environmental and social studies that may need to be carried out by the NPCU, PMU and SPIUs;
- Liaise with various Federal and State Government agencies on environmental, resettlement and other regulatory matters;
- Submit regular monthly and annual environmental and social monitoring reports of project performance to the NPCU;
- Ensure that occupational health and safety (OHS) requirements at training sites and workplaces are adhered to;
- Ensure inclusion of relevant environmental and social clauses in bidding and contract documents;
- Provide support and assistance to the Government Agencies and the World Bank to supervise the implementation of environmental and social safeguards instruments.

At each project-site, where construction work will be undertaken, the contractor would have an **Environment/Safety Officer** who would be responsible for all safeguard issues at project site. The officer would inspect and evaluate the environment, equipment and processes in project locations to ensure compliance with WB and FGN safety regulations (governing the environment, public health and safety) and industry standards. He would liaise with the relevant project ESG Officer for directions.

The bidding documents for each contractor should indicate how compliance with environmental rules and design specifications would be supervised, along with the penalties for non-compliance by contractors or workers. Construction supervision requires oversight of compliance with the manual and environmental specifications by the contractor or his designated environmental supervisor.

World Bank (WB). Prior review of safeguard instruments (ESMF, ESIA/ESMP and RAP): The World Bank Environment and Social Safeguard specialists would follow up on implementation activities, carry out field visits to ensure compliance with relevant provision of the safeguard policies and approve TORs for consultants. As needed, the team would recommend additional measures for strengthening the management framework and implementation performance.

6.2. Environmental and Social Safeguards

6.2.1. Environmental safeguard

The primary objective of environmental and social management and monitoring is to record environmental impacts resulting from the project activities and to ensure implementation of the 'mitigation measures' identified earlier in order to reduce adverse impacts and enhance the positive impacts from specific project activities. Specifically, environmental safeguard is to ensure that activities under the IDEAS project provide benefits that would:

- Protect human health; enhance positive environmental and social outcomes.
- Prevent or mitigate negative environmental impacts as a result of either individual activities or their cumulative effects;
- Prevent or compensate any loss of livelihood.

The mitigation measures implemented should be aimed at eliminating, offsetting and/or reducing negative impacts to the levels that are environmentally acceptable during implementation.

6.2.2. Safeguard mechanism and risk mitigation

The safeguard mechanism and risk mitigation of the IDEAS project involve the use of established mechanisms to determine and estimate the potential environmental and social impacts of activities to be undertaken under the Project and to define the measures of mitigation, monitoring and institutional measures to be undertaken during implementation.

The IDEAS Project has been assigned an Environmental Screening Category – EA Category “B” which indicates that the project is not likely to have any major negative impact during implementation; especially as the project is site-specific, non-cumulative, mostly reversible and in most cases mitigatory measures can be designed more readily for any potential negative impact arising out of project activities. It is expected that the expansion and rehabilitation of technical colleges would result in net positive environmental and social impacts. This will happen through enhanced economic and social benefits with infrastructural improvements, provision of teacher training and local skills development. However, minor social or environmental impacts may arise during the construction and rehabilitation activities. These can be:

- Construction activities which can generate dangerous traffic conditions by interfering with the regular flow of vehicles;
- Movement of trucks to and from the site and the utilization of various equipment and machinery increases the risk of accidents and emissions of particulate matter that reduce air quality;
- Solid waste disposal in construction and work areas;
- Spill of paints, oil or grease and other hazardous products from construction machinery;
- rehabilitation and/or expansion of existing schools which could result in clearing and depletion of vegetation, soil and land degradation and virtual intrusion;
- The operation of laboratory and workshop equipment may lead to increased demand for water and emission of air pollutants;
- Rehabilitation and construction of boreholes may affect the groundwater quality;

- The construction and/or rehabilitation of boreholes, buildings and sanitary facilities could result in the emission of dust and other odor that may lead to the reduction of air quality.

This Project triggers two environmental and social safeguard policies as shown below:

Safeguard Policies	Explanation
Environmental Assessment OP/BP 4.01	The project may trigger some minor environmental impacts during construction and rehabilitation work and the operation of equipment and machinery provided by the project to the TCs. The environmental impact includes air pollution, soil degradation and noise and distortion of ground water quality.
Involuntary Resettlement OP/BP 4.12	Although construction and rehabilitation will generally be performed within the existing technical colleges, it might involve moving encroachers out of the premises of the TCs in the participating states, especially where the TCs are not fenced or where perimeter fence around the TCs are porous.

Consequently, for due diligence and in satisfaction of national and state regulatory requirements as well as the fulfillment of the World Bank's requirements, the ESMF and Resettlement Policy Framework (RPF) for the project were prepared and disclosed both in-country and the World Bank's external website³.

Environmental and Social Management Framework (ESMF). The ESMF serves as a statement of the policy, principles, institutional arrangements and procedures that the project management will follow in each sub-project in addressing environmental and social issues.

Resettlement Policy Framework (RPF). The RPF was designed to provide procedures and guidelines that will be followed when OP 4.12 (Involuntary Resettlement) is triggered by the project activities through land acquisition or displacement if they occur.

The ESMF for the IDEAS project is to be used by the safeguards specialists of the project at all levels – TCs and other implementation sites, SPIUs, PMU and NPCU - to ensure that all environmental and social safeguard issues triggered by the project are adequately addressed. The RPF also provides a framework by which potential resettlement issues will be addressed if they occur, mainly during construction and physical rehabilitation work supported under the project. These documents are viable instruments to be adopted by all the implementing stakeholders in the implementation of the IDEAS project especially for the execution of the project at both the federal, state and TC levels.

³ ESMF available at <http://documents.worldbank.org/curated/en/204131544532700200/pdf/IDEAS-FINAL-ESMF-Report.pdf> . RPF available at <http://documents.worldbank.org/curated/en/567271544536782092/FINAL-RPF-IDEAS-Report.docx>

6.2.3. Preparation of site-specific safeguard documents

The environmental and social impacts identified in the ESMF and RPF are preliminary in nature and will need to be further elaborated in terms of the potential of occurrence (likelihood) and severity at the exact location of the project activities. Based on the ESMF and RPF, site-specific ESIA/ESMPs and RAPs will be prepared for each site where construction or renovation activities will take place. The site-specific safeguard documents should be produced at least 3 months before the award of the project contract. An environmental consultant and a social consultant should be recruited⁴ to provide technical assistance to the NPCU and SPIUs/CIUs for the preparation of the project's safeguards documents. The production of the ESIA/ESMP and the RAP involves screening and scoping i.e. ticking off relevant site-specific mitigation measures among those listed in the ESMF and RPF (see Table 6.1). At each project site, the screening and scoping will be done through use of standardized checklists that allows the identification of:

1. Which environmental and safeguard policies are applicable?
2. What are environmental risks?
3. What are social risks?
4. How many people are going to be resettled (if any)?
5. What is the cumulative impact of the project?

The total safeguards processing time for a relatively simple intervention with an Environmental and Social Management Plan is about eight months, and eleven months for a complex intervention with an ESIA and a RAP. These timelines could be shortened by 3 months if consultants are procured in advance and are ready to begin work as soon as a proposed intervention has been screened.

All safeguard instruments shall be disclosed to the public at large and to civil society organizations by means of the internet or other means that makes them easily available to any interested citizen prior to commencement of civil works. This disclosure is additional to public meetings that shall be held at the site of the proposed works to properly inform the directly affected stakeholders and to hear their comments and suggestions.

Environmental and Social Management Plans (ESMPs)

The NPCU is required to carry-out an ESIA/ESMP process before the implementation of project activities. All IDEAS project activities will involve the preparation of ESMPs to address and achieve health, safety, and environmental regulatory compliance objectives, institutional responsibilities (e.g., World Bank / WB), and other related commitments. An ESMP is an important element of the IDEAS project overall Environmental and Social Management Strategy to ensure environmental, social, and health performance of the entire project. The ESMPs will identify and evaluate potential environmental and social impacts that IDEAS sub-projects activities may pose downstream. See Annex 6-1, for the ***Potential impacts and generic mitigation measures***.

Labour influx and child labour including Occupational Health and Safety (OHS). Potential environmental, social risks and impacts relevant to the project could emerge from contract workers. Impacts on labour and working conditions be assessed and mitigated through a site specific ESMP. Furthermore, the project may impact on community health and safety thus, impacts to community health and safety should be assessed and mitigated through a site-specific ESMP.

⁴ See sample TOR in Annex 9

Management of Workers and Labour Influx. The migration of workers could lead to adverse social and environmental impacts on rural communities, such adverse impacts may include increased volume of traffic and higher risk of accidents, social conflicts within and between communities, increased risk of spread of communicable diseases, and increased rates of illicit behaviour and crime including gender-based violence (GBV) and sexual exploitation and abuse (SEA). While the scale of construction under the IDEAS project is not expected to cause large-scale labour presence or influx, it is important that the NPCU, PMU & SPIUs take appropriate precautionary mitigation measures to minimize the potential risks associated with the presence of workers in the community. Below are recommended measures to be incorporated in bidding documents and contracts⁵:

- i. Maintain worker's Grievance Redress Mechanism (GRM) and abide by the code of conduct to prevent and address potential;
- ii. The contractor hires skilled and unskilled labour from the local community wherever possible;
- iii. Maintain good behaviour in the community and strictly prohibit GBV and SEA;
- iv. Avoid forced /child labour;
- v. Put in place OHS plan.

Chance Find Procedures. In the event of chance finds of items of cultural significance, all forms of excavation in and around the site will be stopped. Subsequently, experienced archaeologists and anthropologist would be recruited to carry out an investigation and proposed plans for the preservation of such cultural artefacts.

During the project site induction meeting, all contractors will be made aware of the presence of an on-site archaeologist who will monitor earthmoving and excavation activities.

The following procedure is to be executed in the event that archaeological material is discovered.

- All construction activity in the vicinity of the find/feature/site will cease immediately;
- Delineate the discovered find/ feature/ site will be delineated;
- Record the find location, and all remains are to be left in place;
- Secure the area to prevent any damage or loss of removable objects;
- The on-site archaeologist will assess, record and photograph the find/feature/ site;
- The on-site archaeologist will undertake the inspection process in accordance with all project health and safety protocols under direction of the relevant project team; and
- In consultation with the statutory authorities the relevant project team will determine the appropriate course of action to take.

Safeguard responsibilities for the IDEAS Project. The Borrower has the overall responsibility to ensure that World Bank safeguards polices are complied with. Specifically, Environmental and Social Safeguards Officers at the Federal (NPCU and PMU) and State levels and TCs shall be responsible for environmental and social safeguards issues of this project. Environmental and Social Management Specialists (ESMS), can be hired or seconded from either the State Ministry of Environment (SMoEnv) or the State Environmental Protection Agency (SEPA) to the NPCU, PMU and the SPIUs will be responsible for the implementation and monitoring of the ESMF and subsequent site-specific

⁵ With contractors at the project design stage and monitored throughout project implementation.

safeguards instruments that will be prepared during project implementation. Furthermore, there is the Environment/Safety Officer of contractors at project sites who is responsible for all safeguard issues at project site. The World Bank will be responsible for the review and clearance of Terms of References (TOR), the safeguards instruments and capacity building and guidance to the Borrower as needed.

6.2.4. Social Safeguard

The construction/rehabilitation of structures such as workshops and classrooms in TCs may displace people from their homes or workplaces. In such cases, the Social Safeguard officer (see Annex 9 for the TOR to engage a Social Safeguard officer) would facilitate the expropriation of land and resettlement. All the participating states have processes for calculating compensation required for expropriation of land and resettlement, most of which are based on the Federal Land Use Act. However, these are generally only applied to state and federal level projects where funds are available. In areas where land availability is not really an issue, rural community inhabitants are provided with land of equal size as compensation.

Engagements with Stakeholders. The Social Safeguard officers must as a matter of principle reach out to the relevant public and private stakeholders and take their concerns into account. In other words, for effective consultation, the officers must be proactively engaging in and holding specific events (preferably community-level meetings), at which affected people will feel comfortable expressing their views. Such events should be carefully documented by written minutes, recordings, video recordings, etc. and the minutes of these meetings together with attendance lists should be included in the prepared instrument to demonstrate that consultation has taken place. In view of Covid-19 pandemic which limits the conduct of public meetings. Countries have taken various restrictive measures, some imposing strict restrictions on public gatherings, meetings and people's movement, and others advising against public group events. These restrictions have implications for World Bank-supported operations. They will affect Bank requirements for public consultation and stakeholder engagement in projects, both under implementation and preparation. See Annex 10 for **Guidance Note on Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings**

6.2.5. Gender-Based Violence Prevention and Response Plan⁶

The GBV analysis carried out as part of project preparation for the IDEAS project revealed that women and girls in Nigeria are exposed to and experience various gender inequalities and gender-based violence, which deter their involvement in skills development programs. As such the project could exacerbate the following GBV risks:

- (a) **Intimate Partner Violence:** If this project is successful at increasing female participation in formal and informal training schemes, this would result in deviance from the traditional social roles. More females will spend time outside the home (at training centres, institutions, etc.), less time towards household and child-care responsibilities, and acquisition of skills will

⁶ Sexual exploitation and abuse will be understood as a facet of Gender Based Violence that is defined as any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sexual abuse is further defined as "The actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions" (IASC 2016). In the context of Bank-supported projects, SEA occurs against a beneficiary or member of the community. The UN considers all sexual activity with someone younger than 18 to be sexual abuse.

probably result in behavioural changes such as more confidence and self-esteem. These factors can easily upset the power dynamics at the household level especially challenging the authority of male figures and women matriarchs in the household (for example mother-in-law or first wife of husband) and contributing to increased sanctions and/or emotional, economic, verbal and physical violence against the female beneficiaries.

- (b) **Transactional Sex and Sexual Harassment in educational institutions:** Transactional sex and sexual harassment in educational institutions is a real risk for project beneficiaries. This puts females and some young men, especially the ones belonging to poverty-affected households, in a vulnerable position where they can be exploited and face abuse.
- (c) **Sexual Assault:** Project beneficiaries of the IDEAS project are at risk of sexual assault due to two main factors. Firstly, if they do not have safe travel passage to and from the institutions (formal and informal). Secondly, due to the poor conditions of the TVET institutions as well as informal training institutes in Nigeria that may put them at a risk while using sanitation facilities, studying alone, etc.
- (d) **Verbal and Physical Harassment:** This project may break cultural stereotypes and provide women the opportunity to enter male dominated sectors. This could possibly attract backlash by men who monopolize such jobs and could contribute to non-sexual verbal and physical assault to degrade and humiliate women to leave these occupations. A GBV Analysis conducted by the Nigeria for Women project showed that women who venture into fields such as mechanics, quarry work, etc. are perceived as “promiscuous”, “over-ambitious” and indecent. This can create issues for the female beneficiaries especially in the more traditionally conservative project areas.

GBV Risk Mitigation Plan

To address GBV risks identified, by the NPCU, during project preparation, the following measures have been designed into the project to prevent and respond to GBV risks using survivor centred approach.

- a. **GBV Service Mapping:** The project will carry out a mapping of available services for survivors of GBV (medical care (Computerized Medical Records (CMR) and care for survivors of Intimate Partner Violence), case management and psychosocial support services, safety and security, including availability safe accommodation arrangements for temporary physical safety of survivors at risks of physical harm, protection, and legal services) and informal resources (including services such as the existing community based mechanisms, and actors such as community based organizations (CBO), women’s groups, trusted individuals such as people who have been champions to speak out about positive male norms, and the unacceptability of sexual exploitation and abuse (SEA) and other forms of GBV. Religious leaders and community leaders that survivors of SEA and other forms of GBV can have access to in the intervened area of the project using the survivor-centred and rights-based approach.
- b. **Civil works contractors to adhere to specific codes of conduct.** This will be included in their contracts that prohibit them from engaging in actions that could contribute to sexual exploitation and abuse (SEA) of the beneficiaries they engage with.
- c. **Develop and implement institutional codes of conduct** for teachers and administrative enforcement mechanisms that, among other elements, prohibit sexual harassment, sexual contact with students/trainees, or other abuses of students/trainees. The client,

implementing partners as well as service providers should be briefed and sensitized regarding what the codes of conduct.

- d. **Training on Code of Conduct** for families, trainees, personnel of TCs and training providers personnel, and members of informal sector clusters and trade associations including how to safely and confidentially report cases when a functioning referral pathway exists.
- e. **Provision of separate quality Water, Sanitation and Hygiene (WASH) facilities** for women and men/boys and girls in each Technical College that will be supported.
- f. **Provision of well-trained guidance counselor** (ideally female if only one with access to a safe and private space) in all training institutions the project cooperates with that can enable disclosure and safe referral to services.
- g. **Behavioural Change Communication Strategies:** Communications and sensitization activities of the project should incorporate messages that can reduce the masculine image of skills development and encourage female participation in informal and formal training institutions. In addition, GBV prevention messaging that aims to influence harmful social norms relating to female gender roles should be communicated through the mass media and should be included in the communications strategy to be developed under Component 4 of the IDEAS project.
- h. **Integrate gender-sensitivity in training:** These could include
 - a. *Integrating* life-skills modules in all training programs which should clearly include appropriate mechanisms to empower girls handle and prevent GBV.
 - b. *The training providers undergo gender-sensitivity training* as part of their certification process where appropriate. Sensitized training institutions could be given greater weightage in selection under the project to encourage recruitment of women trainers and masters and to train women in non-traditional female activities.
- i. **Establish clear, safe, accessible procedures to report GBV and determine information sharing agreements on the necessary information to be communicated to the project GRM⁷:** given the prevailing power imbalances between males and females, as well as between students and teachers/employers, and the normalization and stigma around violence, reporting bears high costs. Enabling various channels that consider the barriers that survivors face (i.e. disability, illiteracy, lack of voice and participation) can help them feel safe to report. Putting in place at least one counsellor or community focal point – who may be a teacher - who can be a first point of contact for students experiencing violence against women and girls or sexual harassment is recommended so students could be provided confidential support and tools to help themselves without any negative repercussions. In case beneficiaries wish to escalate some complaints, the project GRM will develop protocols specific to GBV complaints that would allow for confidential reporting and can connect survivors to women organizations (preferably specialized in GBV) or groups who can refer them to support services. Provisions to escalate these issues through the GRM should be integrated so that project secretariats at federal and state levels (NPCU, PMU, SPIUs) as well as the Bank can respond in real time. Some options to consider are telephone helpline, “complaints boxes” where students can anonymously report abuses and focal teachers, or counsellors trained to address reports of SEA/GBV. The project GRM protocols will be

⁷ A description of the Grievance Redress Mechanisms established under the IDEAS project are included in section 6.2.6

prepared and adequately disseminated. The protocols will have clear guidance for grievance redressal at levels of project implementation. They will also have clear guidance for GBV related complaints.

- j. **Gender sensitization training to all implementing partners:** respective implementing partners including government staff and service providers should develop an understanding of the gender equality issues and GBV risks for this project. They should also be briefed about the specific actions that the IDEAS project will adopt to be more gender inclusive as well as to mitigate the GBV risks that can be exacerbated by the project. A two-day training course will be designed for these actors to improve their overall understanding on gender and IDEAS, disseminate information on codes of conduct, visible signage around the project site to communicate that violence against females and sexual harassment will not be tolerated, as well as linkage to women organizations/community focal points for a warm referral in case GBV cases are reported and to provide training on confidentiality and protocols to respect survivor's decision to take follow-up actions (legal or otherwise).
- k. **Limit trainees walking to schools to daylight hours** or ensure that they travel in a group or with a guardian.
- l. Federal Ministry of Women Affairs (FWA)⁸ will carry out annual assessment and monitoring of the GBV prevention and response plan at the state level. This will be at the instance of the PCU.

6.2.6. Grievance Redressal Mechanism

The GRM for the IDEAS project will involve the use existing local grievance redress structures available in the community to address disputes that may occur as a result of the activities of the project. A functional Grievance Redress Committee (GRC) shall be constituted by the ESG officers at the federal (NPCU/PMU), State (SPIU) levels and in the TCs in conjunction with the local community. The Committee will be responsible for receiving and acting upon complaints from citizens or organizations in relation to any occurrences for which the IDEAS Project is directly responsible. The specific composition of these committees may vary depending upon location and context. For any allegations concerning fraud or corruption, the GRC will also invite the Internal Auditor. In addition, to ensure neutrality, the committee will include at least one representative from the private sector. The main functions of the GRC involves to:

1. Publicize within the list of affected persons, the established functioning of the grievance redress Mechanism
2. Screen submissions to verify grievances and ensure appropriate handling
3. Recommend to the NPCU solutions to such grievances
4. Communicate the decisions to the claimants
5. Ensure that all notices, forms, and other documentation required by claimants are made available in local language understood by people
6. Ensure documentation of all received complaints and the progress of remediation.

For the purposes of this project, a complaint is a notification (in written, verbal or electronic form) regarding project activities and/or conduct of staff, consultants, partners and/or sub-contractors,

⁸ Department of Women and Gender in the Federal Ministry of Women Affairs will be responsible for the assessment and monitoring.

directly or indirectly supporting the project or associated with its implementation, which the complainant believes is wrong, either under the law or on the grounds of unacceptable behaviour. The complainant(s) need not be personally aggrieved or impacted and may be acting merely in accordance with a sense of civic duty in bringing an occurrence to the attention of project authorities. All complaints, whether notified by persons who feel personally aggrieved or acting out of a sense of civic duty, will be acknowledged and acted upon by project authorities. Submissions may be received directly from complainants in written or verbal form or indirectly from training providers or project field staff. For this project, it is envisaged that complaints may fall under one of three situations:

- (i) the complaint refers to outputs, activities and processes that fall under the project partner/contractor's mandate – at first instance, these should be handled by the relevant SPIU partner/contractor, where it is assumed that an understanding of the concerns raised and options for addressing them will be greatest
- (ii) the complaint refers to an issue outside the mandate and scope of work of the project partner/contractor– these should be channelled to the appropriate agency.
- (iii) the submission is not a complaint but, in effect, a request for information or clarification – the required information or clarification, if within the scope of the project partner/contractor, will be provided directly or will be channelled to the appropriate agency, if needed.

In support of this approach, each contractor/service provider will have a clearly **designated focal point**, who will receive, screen, and route the submission as appropriate – whether to be handled by the contractor/service provider, through its internal mechanism, or forwarded elsewhere. If resolution of the complaint through the contractor/service provider internal mechanism is not achieved, the complaint will be referred to the SPIU and then to the NPCU.

Key Steps and Processes for the GRM

1. Receipt, registration, and acknowledgement of submissions: In all cases, acknowledgement should be provided to the complainant within five working days.
2. Screening of submissions: Complaints would be screened by the **environment and social-safeguard officers** and complaints which are not related to the Project will be forwarded to the relevant authority. Minor complaints will be resolved where possible through formal and informal mechanisms of dispute resolution. Major complaints and the complaints that cannot be resolved by the **environment and social management officers in the** NPCU, PMU and SPIU will be sent to the GRC for consideration.
3. Preparation of the case brief: For all cases which are to be sent to the GRC, the NPCU/PMU/SPIUs will prepare a brief report summarizing the origin and nature of the complaint, the proposed action to be taken, and the scope of the response to be provided. This report will be presented to the GRC along with the original complaint. A template for the case-brief will need to be prepared for use in the project.
4. Informing the World Bank: In cases where a complaint might, if substantiated, involve a breach of the IDA legal agreements, the Project's Task Team Leader at the World Bank will be notified by the National Project Coordinator and be kept informed of the investigation process and its outcome.

5. **Assessment:** Reports on complaints will be reviewed by the GRC, observing the principles of neutrality and responsiveness. The Committee should:
 - Where appropriate, request for further investigations and will designate one committee member to oversee them. Third-party investigations may be required to obtain additional information on the case. The GRC may also request that the NPCU to assist in further investigation and analysis of the case.
 - Grant persons, companies or entities accused of wrongdoing a fair opportunity to present their side of the case.
 - Aim to have enough facts for adjudication within 15 working days after the case is presented to the committee. However, in cases where investigations are complex and unavoidably take longer, the complainant should be notified of progress at two-week intervals.
 - Reach deliberations by consensus

6. **Referral to the PCU:** If the GRC cannot reach consensus to resolve the case, the case is referred to the NPCU that will take a joint decision or refer the complaint on to an appropriate agency⁹ to deal with the case. The NPCU will convene within 20 working days after referral of the case by the GRC.

7. **Response:** A formal response should be issued to the complainant in all cases. The response should state:
 - (i) if the case was brought before the Complaints Committee or was forwarded to another agency (and explaining why)
 - (ii) what the outcome of the Complaints Committee’s deliberations were.
 - (iii) what follow-up actions are to be carried out.

8. **Disclosure:** There should be public disclosure (on all relevant outlets) of the complaint, results of the assessment, and follow-up actions recommended by the GRC. However, the principle of anonymity and confidentiality may be requested or required under certain cases.

Record-keeping by the GRC

The Complaints Committee will keep records of the cases received, where and when they were routed, and the outcomes of the resolution process. For each case, all notes, memos and letters relating to a complaint and its investigation, must be maintained for review for a minimum of two years after the completion of the project. A summary report of the activities of the Complaints Committee, listing all complaints, responses, and processing times, will be submitted bi-annually to the PCU. In addition, the assigned officer should maintain a Complaints Book (or computer file) which should include for all complaints the following:

- reference number
- date and time of receipt, mode of receipt and details of the recipient
- complainant’s name and contact details (these should be recorded and cross-referenced in separate book/file, to protect source)
- details of complaint
- date first considered and further investigations ordered
- summary of investigation findings

⁹ The office of the Public Complaints Commission. It is a Statutory body mandated by the Nigerian constitution to resolve citizens’ complaints and it has offices in all states in Nigeria including headquarters at Abuja

- date of final consideration, decision reached, agreed action
- date of notifying complainant and other concerned parties of decision and remedial action
- date of follow-up to check that remedial action has been taken; and
- date of case closure

Right of Appeal and Alternative Mechanisms

If a positive resolution of a complaint cannot be reached within 45 working days and no explanation is provided by the GRC as to why further time is needed to adequately consider the case, or if the aggrieved party is unsatisfied with a decision of the GRC, the matter may be referred to the next meeting of the NPCU for consideration, or the Complaints Committee may call for an additional NPCU meeting. At any time, a complainant retains the right to utilize the Nigerian court system. The complainant may also utilize the complaints and remedies mechanism of the World Bank. Cases of fraud and corruption should be directed to the Country Office, Abuja. For information on how to submit complaints to the World Bank's corporate Grievance Redressal Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

6.3. Support to Female Participation

The IDEAS project is committed to support gender equality and with this contributes in the field of skills development to the achievement of the Government's gender promotion in education objectives. More than in other educational sub-sectors, in skills development participation of female youth is strikingly low, notably in technical colleges and informal apprenticeship training.

Gender considerations will be mainstreamed in the IDEAS project, i.e. support to increased female participation will be an emphasis across all components. Relevant indicators in the project's results framework are gender disaggregated. The project will support an increase in female enrolment in Technical Colleges (Component 1), an increase in female participation in informal apprenticeships (Component 2), increased intake of female teachers in skills development institutions and fair participation of female teachers in training and upgrading programs (Component 3), gender-sensitive curricula and increased awareness of gender issues in skills development both among administrators and the general public (Component 4).

The key strategies of the IDEAS program towards gender sensitization can be summarized as follows:

- 1. Increase the attractiveness of skills development programs for female youth**, by strengthening programs that are attracting female students and introducing new occupational areas with good employment prospects for female graduates, notably in the field of digital skills. Especially under Component 2, the project will support the strengthening and introduction of apprenticeships in trade areas that are culturally acceptable and attractive to females.
- 2. Support cross-over of female youth to traditionally male skill areas with good income opportunities**, through information campaigns, awareness creation programs, support to training institutions in creating gender-friendly environments and through incentives for female students.
- 3. Make the training experience for female students more attractive**, by introducing soft skills and empowerment modules specifically tailored to female youth and targeting the range of

socio-emotional skills that would be most beneficial to women in this setting, train and sensitize teachers for gender issues, increase the share of female teachers and trainers, improve the facilities of training institutions to create a safe and clean environment with opportunities for privacy, and implementing effective policies to prevent gender-based violence (see previous section).

4. **Provide incentives for female youth to embark on skills development**, specially targeting poor and vulnerable girls to participate in apprenticeship training in the informal sector.
5. **Create awareness and improve gender sensitization in the skills development system**, by systematically addressing gender issues in the project's communication strategy, supporting counselling services of training providers, conducting impact assessments from a gender lens and ensuring that all research supported under the project is gender mainstreamed and data collection and reporting is appropriately gender disaggregated.

NPCU, PMU, all SPIUs and CIUs will appoint one of their members to be a special gender focal point with the objective to oversee that all activities in the secretariats are thoroughly gender-mainstreamed. The names of gender focal persons will be submitted to the NPCU. Responsibility of coordinating all gender focal points and their activities rests with the gender focal point of the NPCU. S/he will report annually on activities to promote gender equality supported under the project.

During the first year of project implementation, the NPCU gender focal point, supported by the World Bank team, will develop a gender training and sensitization plan targeting gender focal points as well as the wider skills development stakeholder groups, including principals of TCs, teachers/trainers, MCPs, etc. Especially 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 have in place 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.

6.4. Consideration of Climate Change

Climate change policies encompasses policies formulated specifically to tackle climate change. Such policies broadly fall into two categories:

- *Mitigation*: measures designed to minimize the extent of climate change, and
- *Adaptation*: activities intended to minimize risks and seize upon new opportunities.

The IDEAS project is designed to support Government's climate change agenda and contribute to mitigation and adaptation within the skills development space in Nigeria as far as possible. 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 contribute to this with the following approaches and activities:

1. The project will facilitate the mainstreaming of **sustainability knowledge** in occupational standards and curricula, including in the technical teachers and instructors training space.

NBTE has to ensure that sustainability knowledge is appropriately taken care of in all standards and curricula developed with project support.

2. Training institutions, especially TCs through the IDP grant mechanism, will be incentivized and supported to **introduce green skills training programs** in line with labour market needs. These would be in the fields of, for example, renewable energy, wastewater treatment, solid waste management and green construction.
3. All **rehabilitation** work funded under the project, notably related to technical colleges, will include measures to increase **energy efficiency**. Wherever possible, renewable energy sources (e.g. solar power) will be used to power the institutions.

The safeguard officers in the different project secretariats (NPCU, PMU, SPIUs and CIUs) will be responsible of ensuring that all project activities are implemented in a way that the climate change mitigation and adaptation potential is maximized. Responsibility for coordination of all climate change – related activities rests with the safeguard officer in the NPCU, who will call the safeguard officers of the other project secretariats from time to time for coordination meetings. As part of their reporting duties on safeguard measures, the safeguard officer of all project secretariats have to compile a report of climate change activities once every year, which will be consolidated into one national climate change activity report compiled by the NPCU safeguard officer and submitted to the national project coordinator.

Within the first year of project implementation, the NPCU will facilitate the development of an *IDEAS project climate change mitigation and adaptation plan* in consultation with the Bank's safeguards team to provide guiding principles across project activities, an activity plan as well as an M&E plan. The plan may also include, if felt necessary, a climate change training plan for the safeguard officers in the different project secretariats, as well as for other project stakeholders. The development of the plan will be supported by the World Bank environmental specialists. If appropriate, the NPCU can contract additional technical assistance to develop the plan and a strategy to maximize climate change mitigation and adaptation measures in the project implementation.

6.5. Promoting equality of people with disabilities in skills development

The IDEAS project will support the Government to foster the integration of people with disabilities (PWD) in the skills development system. Activities may include incentives for increased access of PWD to skills development, measures to improve accessibilities of training facilities and others. In order to fill existing knowledge gaps in the field of PWD in skills development in Nigeria, the NPCU will commission a study assessing barriers and opportunities of people with disabilities accessing skills development programs. The aim is to identify feasible activities to foster integration that can be implemented under the IDEAS project. 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 study report will be discussed among stakeholder and taken as a basis for the specific design of potential project activities to promote inclusive skills development.

The NPCU safeguard officer is responsible for coordinating the activities related to fostering integration of PWD.

7. Project and Results Monitoring, Evaluation and Reporting

7.1. Introduction

The purpose of project monitoring and evaluation (M&E) and reporting is to establish mechanisms for generating and collecting quantitative and qualitative information to assess whether and to what extent the development objectives of the project are being achieved or not, identification of gaps, and providing the evidence for taking remedial actions. The M&E system, established using the resources provided in the project under Component 4 combined with the government's established education monitoring system, will allow for ongoing learning and feedback throughout the design, planning and implementation stages of all the project components.

Project outcomes and results that will be monitored, reported and evaluated are summarized in the Monitoring and Results Framework (RF) of the Project Appraisal Document (pages 42 - 46) and in Annex 7.1 appended to this PIM.

This section describes the basic principles for monitoring and evaluation, the key performance indicators (KPIs), intermediate outcomes indicators and the monitoring, evaluating and reporting arrangements of the project. The key performance indicators measuring success towards achieving the PDO and all the indicators have been selected to reflect the underlying logic framing the achievement of project outcomes. All indicators for project outputs and outcomes are formally described in the Results Framework (RF).

A range of M&E tools and methods will be used to assess project progress towards achievement of all agreed indicators, as described in **this chapter**. It also gives an overview of the monitoring and evaluation requirements of all project components, and recommendations on how this information can be employed to enable effective monitoring, reporting and evaluation of activities.

The overall aims of M&E are the following:

- ❖ Monitor the project from the beginning to the end to ensure that it is in line with the objectives and agreed implementation modalities;
- ❖ Collect comprehensive and complete data to report against the RF of the project every six months;
- ❖ Promote public accountability by drawing on information on efficiency and effectiveness to assess and communicate whether project activities are likely to achieve expected results or realize its objectives;
- ❖ Draw on experience and expertise in terms of understanding factors that have facilitated or inhibited the achievement of objectives;
- ❖ Aid communication through provision of information and feedback both internal and external; and
- ❖ Inform and support management decision-making and control during implementation for all responsible implementing agencies.

7.2. Monitoring and Evaluation Levels

Monitoring is defined as a continuous function that aims at providing the management and main stakeholders with early indications of progress, or lack thereof, in the achievement of results of the project. It is the activity of collating, recording, communicating, analysing and using information for management control and informed decision-making. Its purpose is to identify and promote the action necessary to improve implementation. It also measures the quality and effectiveness of process and procedures. Monitoring and Evaluation for the project would take the following forms and will be closely aligned with the project implementation cycle as described below:

- a) Project inputs and implementation to ensure that all procedures and guidelines related to the project are followed and timelines met, and the allocation and use of resources are as per project agreements;
- b) Project outputs including intermediate outputs as described in the Results Framework for the project;
- c) Project impact including key performance indicators for the project that will measure the success of the project, impact and other evaluations included in the overall M&E arrangements of the project;
- d) Field level monitoring arrangements will be established as appropriate for various activities and by agencies with clearly identified responsibilities including the CIU, SPIU, SPSC, NPCU, PMU and NPSC (and described in Section 7.3).

7.3. Monitoring and Evaluation Mechanisms

7.3.1. Monitoring by the Implementing Agencies

(a) Review Meetings

Project Review Meetings should take place semi-annually. The review meetings serve as a basis for timely intervention of implementation shortfalls as well as for the preparation of status reports on relevant activities for the concerned colleges. The people that will attend include all the M&E officers at NPCU, PMU, and SPIUs, plus officers from all the benefitting FSTCs and STCs and potentially other benefitting organizations. The NPCU Monitoring and Evaluation Officer should be in charge of drawing up the agenda, facilitating the meetings and compiling the minutes. The results will be used for data analysis, verification and monitoring of the progress of the project.

(b) Field-Based Monitoring

The IDEAS National Project Coordinator will be responsible for verifying if the project objectives have been achieved. In addition, M&E Officers within the relevant project secretariats (NPCU, PMU, SPIUs) will make periodic visits (at least once in every quarter) to grant recipients and beneficiaries of activities to assess progress and problems, and to review the achievement of performance milestones. Field-visit monitoring of STCs and informal sector clusters (supported under Component 2) should be conducted by both the responsible SPIU and PMU.

(c) Institution Level Monitoring

For each institution supported by the IDEAS project (for example FME, NBTE, state agencies, TCs, higher education institutions, grantees of Innovation Fund, etc), the institution will assign a monitoring coordinator (M&E Officer) who will be responsible for data collection and preparing reports pertaining to project activities in that institution. The NPCU and the PMU will arrange for the

orientation of institution level monitors on the M&E requirements of the different project components as they apply to the institutions, clusters, etc.

7.3.2. Joint Reviews

Regular joint reviews will be conducted to assess in a formative manner the progress made by the project in terms of being on track to achieve the PDO (and the key performance indicators), the intermediate outcomes of the project and implementation of various project components. The reviews will also include assessment of fiduciary performance (financial management and procurement) and safeguards quality (social and environmental safeguards). The reviews that will be carried out will include:

(a) Six-monthly joint reviews: The FGN and the Bank teams will jointly review project progress every six months during the period the project is under implementation. These reviews will be based on progress reports (including the latest financial management report and reports of the Enhanced Monitoring Consultant) and up-to-date project data shared with the Bank by the FGN and its responsible implementing agencies, and on field visits as appropriate. These reviews will assess whether the project is on track to achieve its project development objectives (PDO), implementation progress, fiduciary and social safeguards performance of the project, progress on cross-cutting issues, challenges and gaps, and the steps to be taken in the following six months to maintain speedy progress. The Federal Ministry of Education, represented by the National Project Coordinator, will be the lead of the FGN team, and cooperate in this task with the Project Manager of the NBTE.

(b) Mid-term and End-term reviews: A mid-term review (MTR) of the project, jointly carried out by the FGN and the World Bank, will take place roughly in the middle of the project implementation period. The purpose of this review will be to (a) determine the continued relevance of the project, PDO, RF and project design, (b) assess implementation quality and progress from the beginning, (c) assess institutional and management capacity of the FGN and implementing agencies to carry out the project, (d) identify strengths and weaknesses and lessons learnt from experience, and (e) determine whether readjustments are needed (i.e. to make budgetary reallocation among the components, change mechanisms of implementation etc.). Similarly, an end-term review will be carried out in the last 6 months of project implementation to assess attainment of the PDO and intermediate outcome indicators, component wise implementation attainment and implementation quality and fiduciary and safeguards performance. For both the mid-term and end-terms, detailed terms of reference will be developed jointly by the FGN and the World Bank. The project includes several evaluations and impact assessments whose findings will be included in the end-term review. The Federal Ministry of Education, represented by the National Project Coordinator, will be the lead of the FGN team, and cooperate in this task with the Project Manager of the NBTE.

(b) Final Completion Report: The findings of the end-term review will become an input into the preparation of the final completion project report. This report will be prepared by the FME/NPCU in coordination with the NBTE/PMU and other implementing partners towards the end of the project period.

(c) Interim technical discussions: The Bank and the FGN can meet outside the formal reviews for interim technical and implementation discussions as required and make site visits as deemed necessary.

(d) External experts: From time to time the FGN can invite national/international experts to participate in the formal reviews or the interim discussions on specific themes and project areas.

(e) Impact assessment: Alongside monitoring and evaluation, a rigorous impact assessment of a defined element of Component 2 of the project will be carried out to determine its causal impact, that is, the change in target outcomes which can be directly attributed to project interventions. The PMU will lead this process with the assistance from the World Bank, including preparing the design of the impact assessment, terms of references of consultants, experts and survey firms hired for carrying out the assessment. See also Section 5.2.4 and Section 7.5.2.

(f) Evaluations of project activities and interventions: Furthermore, the FGN in consultation with the World Bank may initiate evaluations of results, impact, implementation modalities and processes and other aspects of components, component activities and interventions, interventions related to cross-cutting issues and any other issue in order to improve implementation of the project and/or collect information for discussions on approaches and lessons learnt. The need for such evaluations will be discussed during the joint reviews; consultancy support, if needed, will be secured following standard procurement procedures. Terms of reference and selection of consultants for such evaluations require World Bank NO.

7.3.3. Enhanced Monitoring Consultant

Considering the complex implementation arrangements and the multitude of implementing actors, project monitoring will be reinforced by an Enhanced Monitoring Consultant (EMC), which is an external consultant (or consultancy company) for enhanced independent monitoring of project performance and compliance of implementing actors with agreed work plans. The EMC will be competitively recruited by the NPCU and hired for the entire project period. The EMC will operate continuously and submit reports every six months ahead of the joint reviews. It will verify the implementation progress in all supported TCs at least once every year, and on a sample basis the implementation progress in supported informal sector clusters, supported in-service training programs for technical teachers and instructors, and innovation grant sub-projects. The EMC reports to the NPCU, which will forward the reports to the NPSC and the World Bank. The EMC will be recruited latest six months after project effectiveness. TORs and selection of the consultant must be acceptable to the World Bank.

7.4. Reporting

Project monitoring. The NPCU M&E Officer will regularly monitor and document implementation of all project components as a part of standard project monitoring, supported by data collected by the M&E Officers of the different project secretariats and NBTE's RSD and institution-level monitors. The NPCU will also establish a system for tracking project expenditures - in accordance with World Bank procurement rules as outlined in chapter 9 - in all implementing agencies including the federal TCs, and will generate quarterly financial monitoring reports. The SPIUs will be responsible for monitoring and documenting implementation progress for all supported state TCs under their purview and the grant projects under their Innovation Grant Funding facility. Monitoring protocols will be developed for monitoring visits to participating Federal and State TCs and informal sector clusters, and monitoring data will be entered in the project monitoring system and used to track progress.

The National Project Coordinator will consolidate semi-annual (every six months) implementation progress reports and financial statements of NPCU, PMU and SPIUs and submit the consolidated report to the World Bank, indicating the extent to which agreed project targets have been achieved. Assessment of performance will be based on the agreed RF. Grant recipients of the IDEAS Project will submit quarterly progress reports and financial statements to their respective IDEAS project secretariat, which will consolidate these statements and submit them to the NPCU.

Baseline data and standard reporting formats. Baseline data for all indicators in the RF, as needed, will be collected by the responsible agencies, and submitted to the NPCU within an agreed timeline to be determined by the NPCU – but not later than 6 months from the start of project implementation. The NPCU will develop reporting formats for each project component and ensure that data reporting by implementing agencies, participating institutions such as TCs, apprenticeship programs, other training providers, etc. are standardized.

Implementation Progress Report. Each six-monthly progress report will document the extent to which the project is on track in achieving the PDO, implementation progress by components, summarize the progress on agreed actions from the last review as the case may be, identify key implementation issues and challenges, and make recommendations for future actions. The progress report will also provide evidence for achievements, document implementation progress, and report on fiduciary and safeguards aspects of the project and will be a key input for the review discussions. Based on these findings, the review missions will agree on the next steps to be undertaken by the FGN to improve project implementation in the ensuing six months. Thematic area experts may be invited by the FGN and the World Bank to participate in the review missions as necessary.

7.5. Monitoring and Evaluation by Component

7.5.1. Component 1: Technical Colleges Intervention

This component incentivizes public-private partnerships for enhanced quality and labour-market orientation of skills development in selected federal and state Technical Colleges (TCs).

While the RF in Annex 7.1 provides the list of indicators that are associated with this Component that will be formally tracked by the Bank, the overall monitoring and evaluation arrangements for this component will include the following:

- Regular monitoring of implementation and results against individual TC's Institutional Development Plans (IDPs);
- Annual EMC verification of implementation progress;
- Further evaluations as need arises.

Implementation Monitoring

The NPCU and PMU of the IDEAS Project will jointly develop standardized monitoring and reporting formats and templates for this Component. The M&E Officers of the two project secretariats will develop appropriate data collection formats and make use of ICT as much as possible to make the collection, consolidation and reporting of data efficient and effective.

The M&E Officers of the NPCU and PMU shall provide orientation and training workshops to the M&E officers from the SPIUs and CIUs on M&E for this component.

The CIUs will be responsible for monitoring, collecting and reporting on all data with respect to the TCs, on the basis of monitoring arrangements that have been developed for this purpose by the NPCU and PMU. They will also be responsible for providing complete and accurate baseline data as required early in the project implementation period as per the protocols developed by the NPCU/PMU.

Monitoring and reporting of this component will include:

- Consolidation of and preparation of summary statistics of baseline data for supported TCs.
- The Grant Agreements signed with the TCs will include the condition that TCs will regularly collect and report data as per the monitoring and evaluation frameworks of the project (including outputs, outcomes, fiduciary, physical, and environment and social compliance progress).
- Monitoring will be carried out regularly at all levels (continuously at the CIU level, monthly or quarterly at the state level, and quarterly or six-monthly at the federal level) to assess progress, and to identify problems and issues early enough and to introduce solutions that will ensure that implementation remains on track.
- Progress made by each TC against their Institutional Development Plans (IDPs) will be recorded against all criteria of support and accountability including infrastructure, equipment, teaching learning materials, other upgradation, teacher and student support, industry linkages, institutional governance and management, student outcomes, etc.

Annual EMC verification of implementation progress

In addition to regular implementation monitoring, the EMC will conduct regular evaluations to examine once every year for each supported TCs the level of accuracy and validity of information as well as the level of appropriateness of processes as described in the work plan. For this purpose the EMC will obtain information from:

- Technical colleges heads, faculty and students;
- Industry partners/private sector as per their expected roles in the implementation of the IDPs;
- Facility level survey;
- Focus group discussion with the governing bodies of the TCs;
- Other qualitative/quantitative assessment as required.

Additional evaluations

Additional evaluations of any issues regarding approaches, interventions, outputs, outcomes and impact, implementation arrangement and progress, etc. of the component may be undertaken if needed, subject to agreement at joint reviews.

7.5.2. Component 2: Informal Apprenticeship Training

This component focuses on improving skills formation in the informal sector. The M&E Officer of the PMU of the IDEAS project will be responsible for the development and implementation of the monitoring frameworks for this component that are standardized. While the PMU has the prime responsibility for developing the monitoring framework, it will liaise about this with the NPCU M&E Officer to ensure consistency of monitoring across project components.

While the RF in Annex 7.1 provides the list of indicators that are associated with this Component to be formally tracked by the Bank, the overall monitoring and evaluation arrangements for this component will include the following:

- Regular monitoring of implementation and results against agreed workplans for individual clusters to be supported
- Impact assessment

- Annual EMC verification of implementation progress;
- Further evaluations as need arises.

Regular monitoring of implementation and results

The PMU will collect and report data at the cluster-unit level. For each cluster-unit, the PMU will collect data related to trade, apprentices (socio-economic characteristics, education, gender, and other relevant data), training provided (technical, foundational, digital skills related training), duration, assessment and certification, stipends, and relevant data on business development support (including mentoring, tools and equipment and facilitation), and other information as necessary.

Impact Assessment

Purpose and scope. The impact assessment of the project will measure project effectiveness and identify lessons learnt for any potential scaling-up of the project or individual interventions. The detailed scope of the impact assessment is still to be decided. It is likely to include (a) welfare impacts, (b) the extent to which the overall project and individual interventions under this component reach those most in need, (c) outcomes for master crafts persons supported by the project and certified as assessors in terms of business development, and (d) how the labour market status of beneficiaries have responded to the improvement of informal apprenticeship training, and to specific technical and foundational skills and to certification.

Implementation modality. The impact assessment will be jointly planned, and its implementation monitored by the PMU and the World Bank. An external firm/consultant shall be engaged by the PMU to conduct the assessment. A detailed study design for the assessment and a workplan will be prepared in Year 1 of the project. The assessment will be carried out over the project period as per the work-plan.

Annual EMC verification of implementation progress

In addition to regular implementation monitoring, the EMC will conduct annually regular evaluations in selected clusters in each of the six participating states to examine the level of accuracy and validity of information as well as the level of appropriateness of processes as described in the work plan and to determine operational efficiency and effectiveness of interventions. For this purpose the EMC will obtain information from:

- Master craftspersons (MCPs) and other artisans (e.g. skilled workers in the enterprises);
- Apprentices;
- Trade associations;
- SPIU;
- Other qualitative/quantitative assessment as required.

Additional evaluations

Additional evaluations of any issues regarding approaches, interventions, outputs, outcomes and impact, implementation arrangement and progress, etc. of the component may be undertaken if needed, subject to agreement at joint reviews.

7.5.3. Component 3: Availability of Technical Teachers and Instructors (TTI)

This component focuses on increasing the availability of competent and motivated technical teachers and instructors in Nigeria's TVET sector. The component will follow a two-pronged strategy:

- a. Supporting immediate remedial solutions to capacity shortcomings;
- b. Initiating systemic change in the way teaching resources for skills development are built and strengthened.

The component is divided in six specific intervention areas: (i) Human Resource Strategy for Skills Development (HRSSD); (ii) In-service training for TVET teachers and instructors; (iii) Pre-service training for TVET teachers and instructors; (iv) Continuous professional development (CPD), and (v) Technical teachers' performance measurement. Detailed implementation steps and approaches will depend on the outcomes of the HRSSD, which will be formulated as a first step of component implementation (see also chapter 5.3).

While the RF in Annex 7.1 provides the list of indicators that will be used to formally track progress in this component, the overall monitoring and evaluation arrangements for this component will include the following:

- Regular monitoring of implementation and results against agreed workplans for the different intervention areas still to be developed;
- Annual EMC verification of implementation progress;
- Further evaluations as need arises.

Regular Monitoring of Implementation and Results

The M&E officer of the NPCU will be responsible for the development and implementation of standardized monitoring frameworks for this component and for the timely delivery of monitoring data. In line with emerging implementation plans for this component, s/he will set up a monitoring strategy and plan for each of the different interventions, which include assigning monitoring responsibilities to individual implementing partners of the component (e.g. tertiary education institutions, training providers, etc). Regular monitoring will also capture details of TVET teachers and instructors that participate in skills upgrading training and continuous professional development, including details of the programs attended; details of students participating in pre-service technical education programs; relevant data of MCPs (current education and training credentials, work and teaching experience, NSQF assessor status, details of their involvement with Technical Colleges, etc), and other information as necessary. The NPCU will also provide data on the type and number of courses that are upgraded in this way, and upload copies of the upgraded curricula and assessment parameters for the upgraded courses to its website.

Annual EMC verification of implementation progress

In addition to regular implementation monitoring, the EMC will conduct annually regular evaluations of the pre-service and in-service training activities conducted with support of the project. The aim is to examine the level of accuracy and validity of information as well as the level of appropriateness of processes as described in the work plans (to be developed) and to determine operational efficiency and effectiveness of interventions. For this purpose the EMC will obtain information mainly from technical teachers and instructors participating in supported upgrading and pre-service training; master trainers; principals of TVET institutions to which participating technical teachers and

instructors are affiliated; technical teacher training institutions; and conduct other qualitative/quantitative assessment as required.

Additional evaluations

An evaluation of the number, characteristics, training needs and other performance indicators of technical teachers in Nigeria will have been finalized at the beginning of the project. Additional evaluations of any issues regarding approaches, interventions, outputs, outcomes and impact, implementation arrangement and progress, etc. of the component may be undertaken if needed, subject to agreement at joint reviews. It is specifically envisaged that evaluations need to be conducted on the effectiveness of involving MCPs as teaching staff in TCs and on the improvement of teaching and learning in TC as a result of in-service up-skilling activities. The development and implementation of a technical teachers' performance measurement instrument will furthermore contribute significantly to the results monitoring of the component.

7.5.4. Component 4: Strengthening the regulatory environment and public management capacities for skills development

This component comprises several intervention areas with different management and monitoring arrangements and responsibilities:

- a) NSQF roll-out
- b) Capacity development of public skills development agencies
- c) Research, monitoring and evaluation
- d) Innovation grants to support digital skills development
- e) Communication

All the monitoring and evaluation activities in this project will be carried out using resources from Component 4 which provides for the overall management, coordination and execution of the project.

Additionally, this component will also provide resources for studies, evaluations and system development initiatives that will be carried out as activities under the project. The FGN, during the course of implementation, may identify further studies as needed. The most important planned studies and activities that will feed into project monitoring are as follows:

- **Two tracer studies** will be carried out during the project period covering the trainees who will have benefited from project interventions under Components 1 and 2. External firms/consultants will be hired to carry out these studies in Year 2 and Year 4 of the project, respectively. The first tracer study carried out in Year 2 will establish the baseline labour market and other data for trainees who participate in the skills sector through attendance in TCs (Component 1) and as apprentices (Component 2). The tracer study in Year 4 will provide data to assess how the project has contributed to the change in labour market participation and status over time of similar trainees. The tracer studies will also allow the benefit of testing modalities for tracking trainees and apprentices which can be developed for use by institutions at scale. The modalities tested can include – phone calls, in-person surveys, or SMS based surveys, among others. Other tracer studies or beneficiary feedback surveys can be developed and fielded by the PMU/NPCU during the project period as needed. Overall responsibility for facilitating the tracer study rests with the PMU which will cooperate with the NBTE's RSD on this.

- **Strengthening the Skills Development MIS:** The project will support the conceptualization of a unified management information system for skills development in Nigeria, and fund activities to strengthen MIS capacities and implementation.
- **Annual Nigerian Skills Development Report:** The project will support the institutionalization and initial preparation of annual reports on skills development in Nigeria, which are supposed to become a regular publication for informing decision-makers and the general public on major developments in the field of skills. This activity is also incentivized through an intermediate indicator in the RF.
- **Baseline and beneficiary surveys.** As part of component 4, the project will conduct baseline surveys on the participation of PWD in skills development and gender and GBV-related issues; furthermore, beneficiary surveys.

While the RF in Annex 7.1 provides the list of indicators that are associated with this Component to be formally tracked by the World Bank, the overall monitoring and evaluation arrangements for this component will include the following:

- Regular monitoring of implementation and results against agreed workplans
- Annual EMC verification of implementation progress of selected intervention areas;
- Further evaluations as need arises.

Regular monitoring of implementation and results

Responsibilities for regular monitoring of implementation and results are divided among project secretariats as follows (see also details in Chapter 5.4.6):

Intervention area	Project secretariat responsible for M&E
NSQF roll-out	PMU
Capacity development of public skills development agencies	NPCU, with inputs from SPIUs and PMU
Research, monitoring and evaluation	NPCU (policy and other studies) PMU (tracer studies, MIS, Annual Reports)
Innovation grants to support digital skills development	NPCU (overall responsibility); PMU; SPIUs
Communication	NPCU

The different project secretariats will set up their monitoring and data collection strategies in line with standard monitoring procedures developed by the NPCU and against the workplans; and collect data according to agreed intervals. The M&E Officer of the NPCU will coordinate the monitoring activities for all eight Innovation Grant funds to be set up under the project. The aim is to ensure that monitoring formats and procedures are coherent and allow for a unified reporting of the activities of all innovation grants.

Annual EMC verification of implementation progress

In addition to regular implementation monitoring, the EMC will conduct annually regular evaluations of selected innovation grant projects under all of the eight Innovation Grant Funds to examine the level of accuracy and validity of information as well as the level of appropriateness of processes as

described in the work plan and to determine operational efficiency and effectiveness of interventions. For this purpose the EMC will obtain information from:

- Beneficiaries of the grant projects;
- Directors and teachers/facilitators of grantee organizations;
- Relevant industry representatives and community members;
- Other qualitative/quantitative assessment as required.

Additional evaluations

Additional evaluations of any issues regarding approaches, interventions, outputs, outcomes and impact, implementation arrangement and progress, etc. of the component may be undertaken if needed, subject to agreement at joint reviews. It is especially expected that the project will carry out an evaluation of the process and outcomes of the innovation grant funds.

8. Financial Management and Disbursement Procedures

The aim of financial management is to manage project resources properly and achieve the project's development objectives efficiently. The manual may not necessarily cover all the financial procedures or provide all the answers to specific issues or problems that may arise during the implementation of the project. Therefore, it is the responsibility of the individuals concerned to refer to the following documents, if needed:

1. The FGN financial regulations and State guidelines on finances
2. The Financial Procedures Manual (FPM)
3. Disbursements Handbook issued by the World Bank dated May 2006 for the IDA credit.
4. Financing Agreements for the IDA credits.

8.1. Financial Management Responsibilities

1. The World Bank (WB) is responsible for the provision of funds for the project and would provide guidance on the use of funds for project activities. The Bank would also:
 - Carry out mission visits for implementation support and supervision
 - Ensure compliance with guidelines on the use of funds
 - Give disbursement letter to the different project secretariats, i.e. NPCU, PMU and SPIUs
 - Give No Objection to use of funds
2. The Federal Ministry of Finance Negotiates the credit facility with the WB and is also responsible for:
 - Ensuring the repayment of loan facility
 - Monitoring compliance with financial regulations
3. The Project Financial Management Units (PFMUs) in the participating states and the Federal Project Financial Management Division (FPFMD) at the federal level will be responsible for establishing and maintaining acceptable FM arrangements. The PFMUs and FPFMD are multi-donor and multi-project FM platforms, established in all states and at federal level respectively through the joint efforts of the Bank and the government. These common FM platforms feature robust systems and controls. The PFMUs and FPFMD are presently involved in the implementation of several Bank-assisted projects in Nigeria. The Bank's recent review showed that these units have been performing satisfactorily.

4. The Federal Ministry of Education is primarily responsible for provision of facilities for the smooth operations of the project: The ministry would be responsible for:
 - Ensuring compliance with terms of agreement
 - General Monitoring of the project
 - Project Execution

5. The Project Accounts Section (PAS) is a section charged with the responsibility to perform the financial management functions of the project being implemented by the project secretariats. The basic function of the PAS will be accounting, planning, budgeting, reporting and management of project funds. The project secretariats including NPCU, PMU and participating SPCU will have the responsibility for achieving the PDOs by providing an overall framework for planning, executing, controlling, monitoring and evaluating project activities as appropriate. The PAS within the project secretariats has adequate and appropriate financial management staff to ensure that:
 - All important business and financial processes are covered
 - Adequate internal controls are in place
 - Semi-annual interim financial reports are prepared on timely basis
 - The financial information required by the project secretariats are prepared promptly
 - The annual financial statements are prepared on timely basis
 - The annual external audit is completed on time and findings and recommendations are implemented speedily
 - Receipts and payments – This involve handling of all banking operations, the preparation of payment vouchers and other related documentation, maintenance of major Cash Books including their reconciliations.
 - Prepayments/Advances and General Accounting – This entails the recording of all advances and their subsequent retirement as well as updating major subsidiary ledgers, including the maintenance of major books of Accounts, the fixed assets register and other accounting duties.

6. Project Accountant (PA) oversees the day-to-day matters related to financial management. The PA is responsible for:
 - Opening of the Naira and Dollar Accounts with CBN/Commercial Bank for States
 - Forwarding of Signatory cards (authorize signatory letter) to CBN/State Commercial Banks through Office of the Accountant-General of the Federation or State Accountant-General as the case may be
 - Receives Disbursement Letter from WB
 - Write a letter to CBN/Commercial Banks for the transfer of funds from the Designated Account to the Draw down Account
 - Opening the necessary Ledger Accounts
 - Maintain files for each line item
 - Keep records of vouchers
 - Render the Quarterly and Semester Interim Financial Report (IFR) to WB through the NPCU
 - Attach to IFR, the Bank reconciliation Statement and Bank Statement

- Retire the project preparatory fund or roll over to the main project fund
- Ensure Rendition of Audit Report and Management Report at the end of the year, that is before June 30 of the successive financial year
- Submission of IFR at 45 days after the end of the semester (i.e. June and December)
- Submission of use of Funds Report through the head of the project secretariat
- Submission of Implementation Completion Report
- Opens Letter of Credit (LC) for International Transactions
- Preparation and submission of Financial Annual Work Plan two (2) months before the end of the year
- Observe Internal Control through initiation, authorization, Payment and Documentation
- Ensure compliance with financial management requirement of WB and the Government
- Any other duty as may be assigned by the Head of project secretariat

8.2. Disbursement Procedures and Withdrawal of Funds

8.2.1. Disbursement Procedures

- a. The Project Accounts Section (PAS) will be responsible for preparing and submitting to the Bank applications for withdrawal, as appropriate. The Withdrawal Applications will be supported by a Bank statements and a reconciliation of the Designated Account, and such other appropriate supporting documents for expenditures.
- b. To the extent possible, all of WB's share of expenditures should be paid through the Designated Account and all disbursements will be channelled through the Designated Account. Other disbursement methods i.e. direct payment and special commitment may also be used.
- c. In the different project secretariats, WB funds will be accounted for on accrual basis, augmented with appropriate records and procedures to track commitments and to safeguard assets. Accounting records will be maintained in dual currencies (i.e. Naira and US Dollars).
- d. The Chart of Accounts will facilitate the preparation of relevant monthly, quarterly and annual financial statements, including information on the following:
 - Total project expenditures.
 - Total financial contribution from financiers.
 - Total expenditure on each project component/activity.
- e. The NPCU, PMU and SPIUs will open the following accounts at CBN/commercial banks acceptable to Federal Min. of Finance and WB: One US Dollar Account (DA) for components 1 - 4 to which the initial deposit and replenishments from WB funds will be lodged.
- f. One Current (Draw-down) Account in Naira to which draw-down from the DA will be credited in respect of incurred eligible expenditures, maintaining balances on this account as close to zero as possible after payments.
- g. Payments for eligible incurred expenditure will be made directly from accounts maintained by project secretariats for the project.

- h. In all, specific disbursement procedures have been developed with the following key considerations:
- A link between physical progress and project expenditures
 - An efficient and effective flow of funds
 - The need for sufficient balance in the Designated Account

All bank accounts will be reconciled with bank statements on a monthly basis with detailed review of copies of bank reconciliation statements and the relevant bank statements with expeditious investigation of identified differences. Detailed banking arrangements, including control procedures over all bank transactions (e.g., check signatories, transfers, etc.) will be documented.

The NPCU, PMU and SPIUs will maintain WB Ledger Loan Accounts in US Dollars/Naira to keep track of withdrawals from the WB credit. The account will show:

- (I) deposits made by WB,
- (II) direct payments by WB, and
- (III) Opening and closing balances. The cumulative record of drawdowns from the WB credit will be reconciled monthly with the Disbursement.

8.2.2. Withdrawal of Funds

The process of withdrawing funds from WB Credit is highlighted below:

- a. All withdrawals must comply with the credit conditions.
- b. Specimen signature of persons authorized to sign withdrawal applications shall be submitted to the World Bank, through Federal Ministry of Finance.
- c. Original copies of applications and an extra copy duly signed by the authorized signatories together with full payment instructions shall be dispatched to the World Bank.
- d. Appropriate documentation for the works/service or goods must be available.
- e. There must be sufficient funds in the category against which the application is being made.
- f. Withdrawals from WB funds shall be made through Withdrawal Application Forms (Form 1903) and proceeds of Withdrawal Applications shall be paid directly by WB into the Designated Account.

The Withdrawal Application shall be duly completed by the PA and approved by the authorized signatories. A Withdrawal Application Register shall be maintained by the PA to record and monitor all Withdrawal Applications sent to WB in respect of the Project. The initial Withdrawal Application of request for advance to the Designated Account in respect of a Project requires no supporting document. However, all subsequent applications for replenishment shall have attached to them, the related bank reconciliation Statements together with all supporting documentation. Upon receipt of a credit advice from the receiving local bank signifying that the proceeds of a Withdrawal Application have been credited, the PA shall cause the necessary accounting entries to be made, debiting the affected Designated Account and crediting the related WB Drawdown Account.

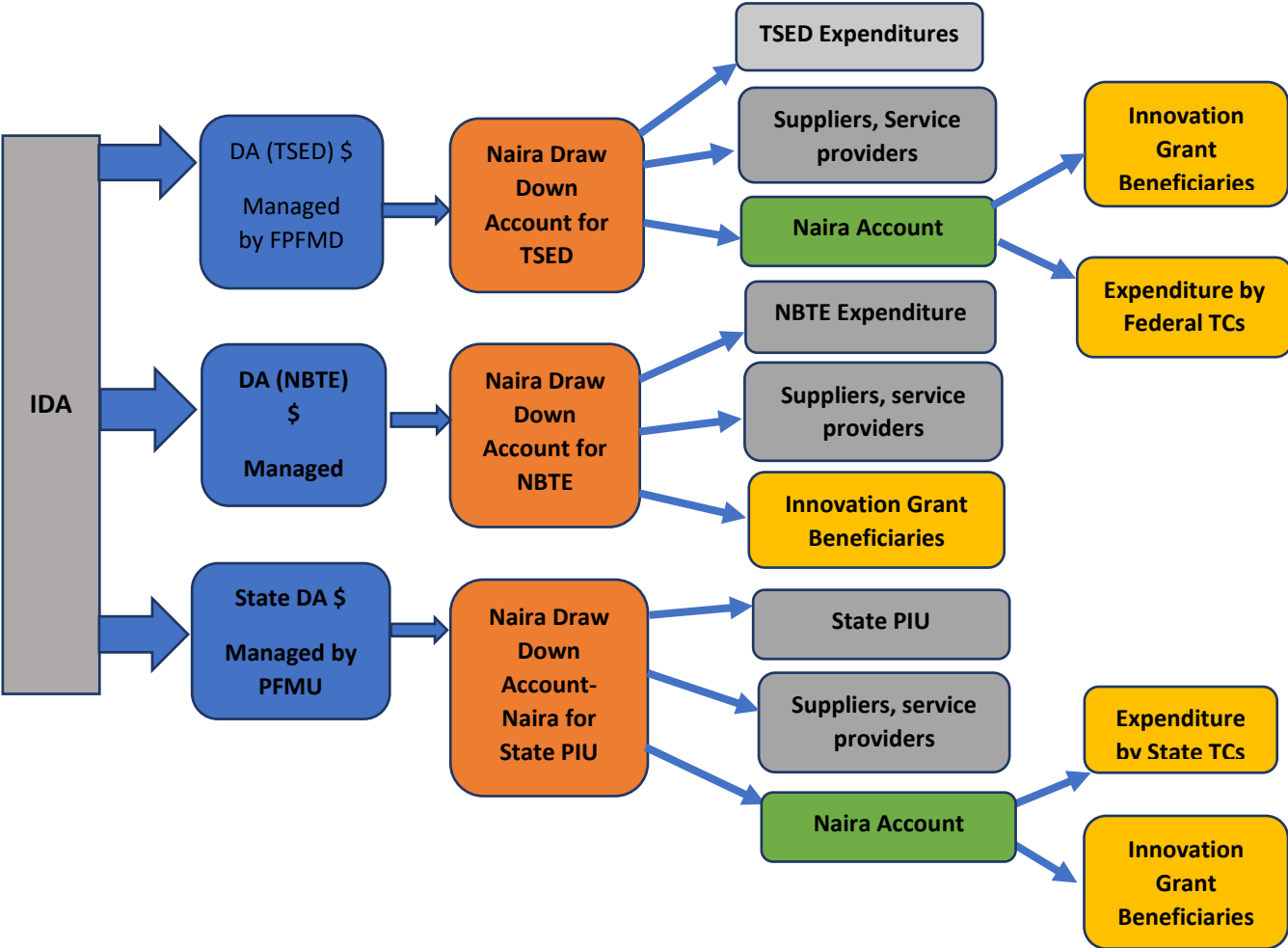
- a. When Naira payments are due, the PA shall obtain applicable exchange rate from the Central Bank or the designated Commercial Bank and use same to calculate the amount to be transferred from the related Project's Designated Account to the Naira Drawdown Account in respect of the qualifying transactions. Necessary authority will thereafter be obtained

through a transfer letter duly signed by the authorized signatories to transfer an equivalent amount of US Dollar from the designated DA account to the Naira Drawdown Account to cover eligible expenditures.

8.2.3. Funds Disbursement

- a. The PA shall prepare a table of amount due for payment and a letter of instruction in triplicate to the designated CBN/Commercial banks where the Project's Designated Account is held to transfer the US Dollar equivalent of the Naira amount to the Naira Drawdown Account.
- b. The PA shall dispatch copies of the letter of instruction to the bank. On receiving the letter of instruction, the bank shall acknowledge receipt by stamping, signing and returning the duplicate copy to the Project for retention at the PAS. Separate correspondence (banking) file shall be maintained for each Bank account being kept by the PAS. The relevant transactions shall be captured through Standard Journal Vouchers (SJVs) into the general ledger system. Prior to any disbursement from the Naira Drawdown Account, the approval of the National project coordinator/Project Manager shall be obtained and adequate directives for disbursement shall be given by the PA.
- c. Disbursements shall have reference to the allocation of amounts of Credit to each Category and the percentage of expenditures for items to be financed in each Category with respect to specific project activity.
- d. For ease of transactions, it is recommended that a Naira Drawdown Account should be opened and maintained for the project with the local Branch of the CBN/Commercial Banks holding the Designated Account.

Figure 8.1: Funds Flow and Disbursement Arrangements



Statement of Expenditure

A Statement of Expenditure (SoE) together with an Application for Withdrawal (Form 1903) shall be prepared to facilitate the reimbursement or replenishment of eligible payments already made by the PAS. In the case of SoE, the supporting documents, including contracts and procurement documentation, and evidence of payment shall be arranged according to Project and kept in a central location within the PAS for examination by the WB staff or independent auditors during supervision and audit.

Accounting

This section summarizes the recommended accounting practices and policies to be adopted by the project. The procedures by which the policies are implemented are contained in the relevant sections of the manual.

The Project Accountant, the Internal Auditor and External Auditors may recommend accounting policies to the managements of the project secretariats (NPCU, PMU, SPIUs) for approval. However, the implementation of accounting policies shall be the responsibility of the designated Project Accountant, while the Project Auditor is to ensure compliance.

Project Accounting System

The Project Accounting System shall be based on Accounting Policies and Practices best suited to report the financial affairs of the project being implemented. The policies and practices should be in conformity with the Generally Accepted Accounting Principles (GAAP). Namely:

Going Concern – Project operation will be sustained into the foreseeable future and that there will be no significant liquidation of its assets due to a reduction in the scale of operations or Credit closure/cancellation.

Consistency - Accounting policies set forth below will be applied consistently from one accounting period to another, and within each accounting period, except when there is a special reason to depart from such policies. However, such reason(s) will be fully disclosed in the Project Financial Statements.

Prudence – Adequate restraint will be exercised in the determination of Income to be included in the Income and Expenditure Account and that all known costs and liabilities are charged in the relevant period accounts with due regard to the accounting basis.

Accrual Basis of Accounting – Income and Charges relating to a specific financial year will be considered not only when the related cash are received or paid but when the transaction occurs.

Accounting Convention

The accounts are to be prepared under the historical cost convention.

Basis of Accounting

The Accrual Basis of accounting shall be adopted in the preparation of the Project Financial Statements.

Foreign Currency

Income and Expenditure items in foreign currencies are converted to naira at the prevailing rates at the transaction dates. Assets and liabilities expressed in foreign currencies are converted to naira at the ruling rates at the balance sheet date and gains or losses on such conversions are credited or charged to reserve in the period in which they arise.

8.3. Accounting Arrangements

Budgeting and Budgetary Controls

Budgeting

- (a) The Procurement and the Accounts Sections along with other project team members shall submit to the National Project Coordinator Annual Work Plans in-line with the project components not later than 1st September of each year in accordance with the Project Implementation Plan (PIP). These will be reviewed and consolidated into the Project's Annual Work Plan, discussed and agreed with WB.
- (b) The Work Plan/PIP will use the trends and assumptions in the Project Implementation Manual (PIM) and the Project Appraisal Document (PAD), and in particular the applicable Project Cost Table, to set out the Project Unit's specific objectives, targets, performance measures and financial plan for the forthcoming financial year, and thereafter forward to the WB for review and concurrence.

- (c) The agreed Work Plan for the year shall be the basis for developing an annual budget and a calendarized financial plan for the project whose finances are being managed and integrated by the PAS, which shall cover both recurrent operational and investment /development costs of the respective components. The Financial Plan will lay emphasis on funds requirements as well as the timing.
- (d) The head of the project secretariat will submit its detailed budget and the associated financial plan to the National Project Coordinator who will collate and present it to the NPSC for approval. The National Project Coordinator will submit the approved copy to the World Bank, while 'No Objection' will be sought by the various project secretariats.
- (e) Once the annual budget is approved, the necessary budgetary control machinery shall be put in place to ensure effective monitoring of the activities under the various components of the project. The PAS shall maintain a Vote Control Books and monitor allocations. No expenditure or Local Purchase Order (LPO) commitment will be authorized by the head of project secretariat except in accordance with the approved budget.

Budgetary Control

- (a) The Budget shall provide a mechanism for ensuring that adequate controls are maintained over expenditures and revenue using the Vote Control Books within the Financial Management System (FMS).
- (b) With respect to Expenditures:
 - PAS will refer to the appropriate Vote Control Book to ensure that requests for funds are within the Budget limit.
 - PAS will advise against payment where allocated amounts have been exhausted.
 - PAS will ensure that all qualifying requests for funds are backed up by relevant documents and are in line with the approved Annual Work Plan.
- (c) 45 days after the end of every semester, PAS shall prepare Interim Financial Report (IFR) for the project secretariats which will include a budget report. The budget report shall comprise of the expenditure for the quarter, as well as the accumulated figures, the later figures being further compared with the corresponding budget figures, and deviations between budgeted amounts and actual expenditures stated, both in amount (absolute) and in percentage.
- (d) Significant variances shall be investigated and explained. The report shall be sent to the heads of project secretariats and subsequently to the WB. The process of informing the heads of project secretariats about the level of actual expenditure as compared to budget limits will be part of the project monitoring system.

8.4. Auditing

Internal Audit

The internal auditor is responsible for carrying out internal audits of the project. Audits would be carried out on a quarterly basis. The responsibilities of the internal auditor include:

- Reviewing and appraising the accuracy, adequacy, application of accounting, financial, other operating controls, and promoting effective controls at reasonable cost;
- Determine the extent to which Project assets are accounted for and safeguarded from losses of all kinds;
- Ascertaining the reliability of management data developed within the organization;
- Appraising the quality of performance in carrying out assigned responsibilities;
- The Internal Audit will carry out both the traditional or compliance audit and the non-financial or operational Internal Audit;
- Ascertaining the extent of compliance and determine adherence with established institutional policies, plans, and procedures;
- Recommending operating improvements by making appropriate constructive suggestions and recommendations where necessary, for effective financial operation.

External Audit

The annual financial statements and a summary statement of designated account will be audited by the Office of the Auditor General (OAG). The audit of the financial statements includes:

- (a) an assessment of the adequacy of accounting and internal control systems to monitor expenditures and other financial transactions and ensure safe custody of project-financed assets;
- (b) verification whether the project has maintained adequate documentation of all relevant transactions;
- (c) verification that the expenditures submitted to the Bank, including those submitted in IFR, are eligible for Bank financing, and identification of any ineligible expenditures;
- (d) verification that the annual financial statements can be reconciled with the relevant year to date amounts appearing in the third trimester IPR of the year.

Accounting and Financial Reporting

The Accounting and Financial Reports expected in the IDEAS Project are as outlined in the table below:

Purpose	Report	Time and Frequency
Planning and budgeting	Annual workplan (AWP) and annual budget submitted to the National Project Steering Committee (NPSC) for review and approval	Annually: 3months before the end of the fiscal year to which it relates
Financial Transactions Reports	Unaudited Interim Financial Report (IFR) (before regular withdrawal applications);	Quarterly, submitted within 45 days after every quarter

	<ul style="list-style-type: none"> (i) Sources and uses of funds (ii) Uses of funds by project activities (iii) Expenditure forecasts for the subsequent six months. (iv) DA reconciliation statements attaching the relevant bank statements 	
Accounting and financial reporting	<p>Audited annual financial statements</p> <p>Annual financial statements for each project secretariat will be audited by the Office of the OAG/private firm based on Terms of Reference acceptable to WB within 6 months of the end of the government fiscal year.</p>	Annually
Internal controls	<p>Quarterly internal audit reports prepared by internal auditor will be submitted to WB within 45 days of each fiscal calendar quarter</p>	Quarterly, submitted within 45 days after the quarter.

Operating Costs:

Operating costs for the project will include the following: staffs travel expenditures and other travel-related allowances; equipment rental and maintenance; vehicle operation, maintenance, and repair; office rental and maintenance; materials and supplies; utilities and communication expenses; and bank charges etc. The operating costs financed by the project will be procured using the Project administrative procedures.

Payable Allowances Rates

The Project will calculate and pay approved allowances that include, hotel rates, duty tour allowances, transport and other dues to project staff and other ancillary staff and personnel as follows: all project secretariats (NPCU, PMU and SPIUs) will employ and pay rates as stipulated and approved by the World Bank, including hotel rates, per diem, transport (including airfare), etc. as approved for the city and country.

Training, Capacity Building, and Workshops Proposals

- The NPCU is to submit training plans, including capacity building activities, for the project to the World Bank for clearance when the need arises. The PMU is to submit training plans for those Components and activity groups it is responsible for.
- The training plans will include officers’ names, the type of training, training institutions and/or facilitators, the course contents, the justification for the training, and the estimated cost of the training.

8.5. BANKING ARRANGEMENTS

Bank Accounts

All Bank accounts for the collection of monies belonging to the Project or the payment of expenses from such monies must be in the name of the Project. Requests to open a bank account for any activity in connection to the Project shall be made to the Bank by the project secretariats as necessary. With respect to banking arrangements and flow of funds, WB will disburse the credit through a Designated Account opened with CBN/commercial banks for the Project. The PAS will maintain:

- Only one Designated Account (i.e. the Dollar Account);
- A current WB Drawdown Account in Naira into which draw-downs from the related Designated Account will be credited on a need basis in respect of incurable eligible expenditures.

Amount due for payment shall be transferred from the Designated Account and the Project Account in accordance with the agreed proportion into the WB Drawdown Account and a single authorized mandate for bank payment transfer will be issued to the beneficiary from this account. Usually, if all authorized mandate for bank payment transfers are presented and cleared as issued, the balance on this account should be nil. (This is taking into consideration the CBN’s directive to Commercial Banks that all government accounts should be commission/charges free.)

Replenishment of Designated Accounts

The WB will periodically replenish the designated account upon receipt and approval of withdrawal applications, together with satisfactory documentary evidence that payments from the Designated Account are eligible for financing under Credit Agreement. Withdrawal Application Forms will be prepared and sent to the Bank for the settlement of invoices for goods and services received.

- a. In case of foreign procurement, request will be made to the Bank for special commitment when the commercial bank is not willing to open a letter of credit without security. Expenditure/transaction from each bank account shall be by duly authorized mandate for bank payment transfers drawn on the Project Accounts. All duly authorized mandates for bank payment transfers and Withdrawal Application Forms shall be signed by at least two (2) authorized signatories.

Signatories to *the* bank account are in two panels:

- a. Panel A – Head SPIU/NPCU/PMU (Main Signatory)
Supervising Director, FME/ES, NBTE (Alternate)

Relevant director in the State Ministry
- Panel B – Director FPFMD/PFMU (Main signatory)

Project Accountant

Director, FPFMD/PFMU (Alternate) OR Representative

All authorization to disburse payments is signed by two signatories in combinations elaborated above.

- b. The names of the bank signatories shall be advised to the World Bank by the project secretariats through Federal Ministry of Finance.
- c. All Cash Books shall be reconciled monthly with the bank Statements within five working days of the month end. Differences arising there from shall be investigated and resolved promptly. Untreated authorized mandate will be written back in the Project's books of accounts one month after the negotiable period of six months has elapsed.
- d. Foreign currency payments shall be converted to Naira at the prevailing rate on the value date i.e. at the time of the transaction. Foreign currency balances held at the end of the year will be translated at the prevailing rate on the balance sheet date. Differences resulting from the translation shall be posted to Differences in Exchange Rate Account.

8.6. Administration of Taxes

The various taxes obtainable in Nigeria are to be applied for all taxable procurement in the Project. In addition to Federal taxes, all taxes peculiar to the states concern are to be applied, both at the prevailing rates as follows;

1- Non-Consulting

- Withholding Tax (WHT) - 5%
- Value-Added Tax (VAT) -7.5%
- Stamp Duty (SD) -1%

2- Consulting Procurement

- Withholding Tax (WHT);
Company -10%
Individuals -5%
- Value-Added Tax (VAT) – 7.5%
- Stamp Duty (SD) -1%

3- **Exemption:** All items exempted by statutory regulations are to be applied, such as educational procurement such as;

- Goods and Services
- Books and Periodicals
- Educational Softwares.

Condition: The amount of VAT for all procurement is to be added and deducted as mark-up and remitted to the appropriate tax authorities.

9. Project Procurement Procedures

PROJECT PROCUREMENT MANUAL FOR THE EXECUTION OF THE INNOVATION DEVELOPMENT AND EFFECTIVENESS IN THE ACQUISITION OF SKILLS (IDEAS) PROJECT

9.1. Introduction

Procurement for the project is to be carried out in accordance with the World Bank's "Procurement Regulations - Goods, Works, Non-Consulting and Consulting Services dated July 2016, Revised November 2017, August 2018 and November 2018". The project procurement strategy development (PPSD) document summarises the market analysis, appropriate approach and procurement method that will be adopted in the implementation of the activities of the project. The various items under different expenditure categories are described in the Project Procurement Manual. For each contract to be financed by the Credit, the different procurement methods or consultant selection methods, the need for pre-qualification, estimated costs, prior review requirements, and timeframe are agreed between the Borrower and the Bank in the Procurement Plan. The Procurement Plan will be updated at least annually or as required to reflect the actual project implementation needs and improvements in institutional capacity.

9.2. Objective of the Manual

The manual is aimed at providing the required information for proper monitoring, evaluation and execution of procurement activities at various stages of project implementation under the IDEAS Project. It is also intended to broaden the understanding of procurement implementation and procedures as contained in the World Bank Procurement regulations for Goods, Works, Non-consulting and Consultants' services. The manual briefly describes the entire procurement process from planning, invitation for bids, bidding procurement, evaluation of bids, selection of consultants, evaluation of proposals, award of contracts for goods, works and consultancy services.

9.3. Procurement Regulations & Methodology

Procurement Management Procedure

The procurement management procedures for goods, works, non-consulting and consulting services under the IDEAS Project shall be carried out in accordance with the World Bank regulations on procurement as described in the Bank's publication titled "*Procurement Regulations - Goods, Works, Non-Consulting and Consulting Services dated July 2016, Revised November 2017, August 2018 and November 2018*".

Disclosure of Procurement Information:

a. The following documents shall be disclosed on the Project website: (i) the current version of the procurement plan and its subsequent updates, (ii) Request for Bids (RFB) for goods, works & non-consulting services for all open contracting, (iii) request for expression of interest (REOI) for selection/hiring of consulting services (individual and firms), (iv) list of contracts awarded, (v) shortlist of consultants, (vi) half yearly financial and physical progress report of all contracts, and (vii) compiled action taken report on the complaints received on a quarterly basis.

b. For all Prior review procurement (as per the thresholds given below), following details shall be sent to the Bank through STEP: (i) RFB for procurement of goods, works and non-consulting services, (ii) REOI for consulting services, (iii) contract award details of all procurement of goods and works,

(iv) contract award details of all consultancy services, and (v) contracts/purchase orders placed following Consultant's Qualifications Based Selection (CQS) or Direct Selection (DS) procedures on a quarterly basis.

Complaint Handling Mechanism: A Complaint Handling Mechanism to address procurement complaints received by the proposed Project will be put in place by each Implementing Agency. All Complaints will be recorded in the project MIS for tracking and monitoring system. Upon receipt of complaints, immediate action will be initiated to acknowledge the complaint and an auto-generated ID will be given to the complaint. The complaint will be redressed within a reasonable timeframe and fed back to the complainant. All complaints will be addressed at levels higher than the level at which the procurement process was undertaken or the decision was taken. Any complaint received will also be forwarded to the Bank for information, and the Bank would be kept informed after the complaint is redressed.

Procurement Post Review: All contracts not covered under prior review by the Bank will be subject to post review during Implementation Support Missions and/or special post review missions including missions by consultants hired by the Bank.

Contract Management: The Procurement Officer will also be responsible for providing contract management support. The team will be ably assisted by technical team to provide overall implementation support and monitor all goods, works, non-consulting and Consultancy contracts.

9.4. Steps in Procurement

1. Preparation of procurement plan for World Bank approval (refer to the PAD/Cost Tables). The agreed procurement plan must be uploaded into the Bank's electronic tracking and record keeping system STEP
2. Preparation of Draft Standard Bidding Document(s) for World Bank approval.
3. Advertisement in Local newspapers, Embassies, Publication in the Development Business magazine.
4. Issuance of Bidding Documents to prospective Bidders.
5. Bid opening exercise.
6. Bid evaluation (constitute evaluation committee).
7. Submission of evaluation report to the World Bank for approval.
8. Standstill period cum Notification for intention to award
9. Notification of Award to successful bidder(s).
10. Preparation of contract documents.
11. Signing of contract with successful bidder(s).
12. Application for Duty Exemption Certificate to the Federal Ministry of Finance.
13. Application for Forms 'M' for pre-shipment inspection to the Federal Ministry of Finance.
14. Appointment of Clearing Agent(s) by the project.
15. Goods shipped CIF Port-of-Entry by Supplier(s) and Shipping documents forwarded for the project.

16. Prepares withdrawal application(s) for payment to supplier(s) in accordance with the ToR.

17. Goods cleared through appointed Clearing Agent(s) and transported to project site(s).

- Goods inspected by project representative(s).
- Goods received into stores.
- Certificate of acceptance issued to supplier.
- Prepare withdrawal for the balance of the sum to the supplier(s).
- Performance security released to the supplier(s).

Summary of Procurements Process

All records pertaining to the procurement, including bid notifications, register pertaining to sale and receipt of bids, bid opening minutes, Bid/Technical/Financial Evaluation Reports; and all correspondences pertaining to bid evaluation, communication sent to the World Bank in the process, bid securities (photocopies, if required to be released as per contract/bid), approval of invitation/evaluation of bids by all Implementing Agencies, minutes of meetings, etc. shall be retained by the project.

Proper Documentation on all Procurements:

- 1 A documentary history of each International Competitive Bidding (ICB)/National Competitive Bidding (NCB)/International Shopping (IS)/National Shopping (NS) shall be properly kept from inception to completion of the transaction.
- 2 Copies of all Bid Securities/Performance Bonds shall be kept in each bidder's file.
- 3 Evidence of discharge of Bid Securities/Performance Bonds shall be kept in individual files.
- 4 Copies of Quotations/Minutes of procurement meetings shall be kept in exclusive local purchase file.
- 5 Extension of Bid Validity (usually 90 + 28 days) shall be done before the end of the 90 days, if necessary.
- 6 Contracts shall be signed within the 90 days validity period. No Objections Email shall be properly attached as evidence of World Bank's approval.
- 7 Each procurement activity should have individual files that evidence the procedures followed. Separate files shall be assigned to each project activity.

All Procurement schedules shall be kept one after the other in one file, showing an update of each. Status report of activities shall be prepared as they progress. Copies of key documents generated in the course of the procurement process must be uploaded to STEP.

9.5. Responsibilities of the Procurement Officers

Procurement Officers within project secretariats:

1. Supports project secretariats in achieving overall Project objectives;
2. Assist project secretariats and Evaluation Committees in preparing Terms of Reference and tender documents for the Procurement of services, as well as Technical Specifications for the Procurement of goods, for the purposes of implementing the Components of the Project;

3. Assist in designing the criteria and documents to evaluate bids;
4. Draft and submit Procurement-related documents to the World Bank for review and approval, in compliance with the Project Implementation Manual (PIM) and Loan Agreement;
5. Prepare and submit to the Bank, draft bidding documents, draft Request for Proposals (RFPs), or draft Invitations for Quotations (ITQs) for packages subject to prior review for review and “No Objection”;
6. Publish Procurement Notices and contract awards;
7. For prior review packages, submit to the Bank copies of final bidding documents, RFPs (and the project secretariats for information purposes), and signed contracts;
8. Maintain correspondence with bidders, provide necessary clarifications, cooperating with heads of project secretariats and Procurement Officers in project secretariats,
9. Prepare amendments to the RFP or the bidding documents as deemed appropriate and submit to the Bank for review and “No Objection” (and project secretariats for information purposes);
10. Participate in bid opening procedure and draft minutes of bids opening exercise;
11. Keep records of firms that purchase the bidding documents;
12. Receive bids and proposals and ensure that they are kept confidential until bid opening of proposals;
13. Participate in evaluation of bids and clarifies evaluation procedure for the Tendering Commission;
14. Prepare reports on evaluation of bids or proposals based on the evaluation completed by the Evaluation Committee (EC);
15. For contracts subject to prior review, submit bid evaluation report and technical evaluation report for World Bank’s review and “No Objection”.
16. Send notification of contract award to winning firms;
17. For Consulting contracts, subject to prior review, submit draft negotiated contracts to the Bank for review and “No Objection”;
18. Ensure that the signed contracts are sent to the Bank promptly, to provide for funds withdrawal; and
19. Prepare draft contract amendments if deemed appropriate for the Bank’s review and “No Objection” (project secretariats including NPCU, PMU , SPCU and project secretariats as appropriate for information purposes);
20. Cooperate with Implementation Finance Officer (IFO) regarding Project disbursements;
21. Develop and implement Procurement Monitoring System;
22. Keep all Procurement documents on file per package as listed in the Procurement Plan, including copies of bids, proposals and quotations;
23. Provide Procurement documents to the Bank and auditors during post review and audit;

24. Update the Procurement Plan within the Project on a regular basis to reflect any changes to deadlines for contracting procurement of goods and services;
25. Prepare the Annual Procurement Plan;
26. Report on execution of the Procurement Plan to the project secretariats, and on any changes to the Procurement Plan. When changes of the Procurement Plan can have any financial effects, the Procurement Officers report to the head of project secretariat before making any further steps in changing the Procurement Plan;
27. Inform the head of the project secretariat of expressions of interest received from prospective Consultants with the aim of inviting them for future engagement;
28. Communicate with Selected Consultants (Where Applicable), participate in contract negotiations as an observer and prepare Minutes of Negotiations.
29. Submit draft negotiated contracts for approval and signature by authorized representative of the Contractors/Supplies/Consultants and then submit them to the World Bank for prior approval (and head of project secretariat for information purposes);
30. Train Procurement Officers of TCs in World Bank Procurement Procedures to build Procurement Capacity at the Technical Colleges;
31. Take part in the World Bank's verification missions and collaborate with auditors during mandatory audit of reports;
32. Perform other duties in support of Project implementation as required by the head of project secretariat;
33. Take part in the development, improvement and implementation of the PIM;
34. Any other Procurement-related tasks that may be assigned by the head of the project secretariat.

Technical Colleges Implementation Units CIUs

Establishment and functioning of the CIUs within Federal and States TCs is one of the results, which should be achieved under the Project. Tasks of these units are roughly defined during the loan negotiations with the Bank. Additionally, their tasks are further elaborated in this PIM.

More specifically, CIUs are responsible for:

- (i) Submitting TOR for Procurement of Services and specifications for Procurement of goods to the NBTE Project Management Unit (PMU) office and FME National Project Coordinating Unit (NPCU) for correction, improvement and clearance before passing same to the States Project Implementation Units (SPIUs), needed for implementation of the reforms supported by the Project and in accordance with Procurement Plan;
- (ii) Informing NPCU/PMU/SPIUs on possible changes and amendments of the Procurement Plan through request with adequate justification;

9.6. Obligations in Procurement Procedures

The Main Actors and Obligations in Procurement Procedures are:

1. Federal/States Technical Colleges, with the support of SPIUs and Procurement Officers in PMU/NPCU for preparation of ToR, technical specifications, cost estimation and evaluation criteria for each Procurement of their particular benefit/interest;
2. Participating CIUs (Colleges), which are beneficiaries of services and goods being procured, decide on establishment of the Evaluation Committees and submit them in soft and hard copies to their respective Procurement Officers, before initiating Procurement procedure;
3. Procurement Officers' control of eligibility of Procurement and compatibility with the items in Procurement Plan, before initiating the Procurement procedures;
4. Procurement procedure cannot be initiated in case particular Procurement is not foreseen with the Procurement Plan, and in case participating CIUs (Colleges) have not submitted ToR, technical specifications, cost estimation and criteria for evaluation of offers for items of the Procurement Plan, including acts establishing Evaluation committees;
5. Procurement Officers, after receiving necessary documentation from the participating CIUs (Colleges), perform Procurement preparation procedures;
6. Evaluation Committee (EC), composed of representatives of beneficiary CIUs (Colleges) is responsible for objective evaluation of received offers;
7. Responsible managers of participating CIUs (Colleges) are in charge for signing of contracts with selected contractors/Consultants/suppliers etc., as follows:
 - I. THE Project Manager in the PMU is in charge for signing of contracts with Contractors/Consultants/Suppliers etc. where applicable;
 - II. National Project Coordinator of the NPCU is in charge for signing of contracts with Contractors/Consultants/Suppliers etc. where applicable;
8. For the purpose of Training Plan implementation, the heads of the NPCU/PMU will be in charge for signing the relevant contracts;
9. For the purpose of implementation of operational costs on the projects, the heads of the CIU/NPCU/PMU will be in charge for signing of respective contracts;
10. In case of Procurement of goods, the head of the CIU and College Principal for which the goods are being procured and of the NPCU/PMU oversee signing the contract with supplier.

Procurement Methods and related World Bank's review thresholds for Goods, Works, Non-Consulting Services and Consulting Services

1) **Methods of Procurement & Related Thresholds and Prior Review Thresholds:** As per the Project Procurement Strategy for Development (PPSD) prepared by the project, the implementing agencies will primarily use Open National/International Approach for Goods, Works and Services with Standard Procurement Documents for RFB and RFP. RFQ will be used for small value and limited approach procurement. The project does not envisage using Initial Selection, BAFO, Competitive Dialogue and Negotiations.

2) Following table shows the approved Methods of Procurement & Related Thresholds and Prior Review Thresholds for the project:

A. Prior Review Thresholds (Risk Basis)

Prior-review Thresholds

Procurement Type (US\$'000)	High Risk (US\$'000)	Substantial Risk (US\$'000)	Moderate Risk (US\$'000)	Low Risk
Works 20,000	5,000	10,000	15,000	
Goods, IT & Non-Consulting Services	1,500	2,000	4,000	6,000
Consultants (Firms)	500	1,000	2,000	4,000
Individual Consultants	200	300	400	500

Prior Review – Based on Procurement Methods

Thresholds for Procurement Methods							
Works			Goods, IT & Non-Consulting Services			Shortlist of National Consultants	
Open International or ICB (US\$'000)	Open National or NCB (US\$'000)	Request for Quotation or National Shopping (US\$'000)	Open international or ICB (US\$'000)	Open National or NCB (US\$'000)	Request for Quotation or National Shopping (US\$'000)	Consulting Services (US\$'000)	Engineering & Construction Supervision (US\$'000)
\geq	<	\leq	\geq	<	\leq	<	\leq
20,000	20,000	200	5,000	5,000	100	300	500

Procurement of Consulting Services

Consulting Services under this Project include, inter alia, implementation of studies and analysis, development of strategies and plans, needs assessment, monitoring and evaluation, project management, capacity building in different areas, Facilitation Services etc. Individual Consultant (IC) selection will be carried out in line with the Section V of the World Bank Consultant Guidelines.

Selection of Consulting company will be carried out by one of the following procedures foreseen in the initial Procurement Plan:

- (a) QSBS - Quality-and Cost-Based Selection;
- (b) LCS - Least-Cost Selection, and
- (c) CQS - Consultant's Qualification.

Selection of Consultants is carried out in line with the Section 2.1. – 2.35 of the Consultant Guidelines, and is implemented through the following steps:

1. Project beneficiary institutions establishes Evaluation Committee (EC) and prepares TOR and submits the decision on establishment of EC and TOR to the Procurement Officers in the SPIUs/PMU/PCU;
2. The Procurement Officers submits the TOR to the Bank for approval;
3. The Procurement Officers publishes the Request for Expressions of interest (REOI) in United Nations Development Business (UNDB) online and the Project Procurement Strategy (PPS) website;
4. The Procurement Officers collects the Expression of Interest received and files/copies them;

5. Procurement Officers organizes the EC meeting (in adequate composition, depending on the beneficiary institution);
6. Evaluation of the Expressions of Interest by the EC and preparation of the shortlist;
7. The Procurement Officers prepare the Request for Proposals;
8. The Procurement Officers submits to the Bank the evaluation report of expressions of interest, the proposed shortlist, and the draft Request for Proposals for “No Objection”;
9. After receiving the Bank’s “No Objection”, the Procurement Officers issues the RFP to the shortlisted companies;
10. Heads of units holds the pre-proposal meetings with the Consulting Companies (if defined in the RFP). Responsible representatives in preparing the TOR for the assignment should also participate in the pre-proposal meetings. The Procurement Officers may participate in the pre- proposal meetings if needed;
11. The Procurement Officers document any questions/requests for clarifications and their respective answers, and responds to all Consulting firms without identifying the name(s) of the Consulting firms requesting clarification;
12. In case there is a need to modify RFP documents due to answers provided to the Consultants, or due to Procurement Officers’ own initiative, such modifications shall be made through an Amendment approved by the Bank. Procurement Officers may extend the deadline for submission if an Amendment so warrants. Amendments may be sent by mail;
13. Technical and Financial proposals are to be received in separate envelopes. Each envelope is to be marked “ORIGINAL” and “COPY” as appropriate. Both envelopes are sealed in an outer envelope and marked “DO NOT OPEN EXCEPT IN THE PRESENCE OF THE EVALUATION COMMITTEE”. Procurement Officers shall mark the time and date the proposal was received. Any proposal received after the deadline shall be returned unopened;
14. The EC shall open the Technical Proposals immediately after the deadline for submission of proposals;
15. The Financial Proposals shall remain sealed and kept in a safe;
16. The EC shall evaluate and score the Technical Proposals based on the points assigned in the RFP. Each member shall score independently. Members may average evaluation results or reach a consensus on the Ranking of Technical Proposals;
17. Firms scoring points equal to or greater than the minimum technical score required (Specified in the RFP) shall be considered for second stage - evaluation of Financial Proposals;
18. The Procurement Officers shall prepare the Technical Evaluation Report and submit to Bank for “No Objection”;
19. After receiving Bank’s “No Objection” on the Technical Evaluation Report, Procurement Officers shall notify the firms that passed the minimum technical score and will advise the date, time and address for public opening of the Financial Proposals. Notice by email will be sent at least 10 days for local firms and not less than two weeks for international firms prior to the opening date of Financial Proposals. Financial Proposals of firms which did not meet the minimum technical score will remain sealed and will be returned unopened after publication of contract award;
20. At the opening of Financial Proposals, the EC Chairman shall announce the names of the Consultants, their technical score, present the sealed envelope of the financial proposal, open the financial envelopes one by one, and read-out amounts of the financial proposals;
21. The Procurement Officers shall prepare the minutes of the opening of the financial proposals and send it to the Bank;
22. The EC shall determine if financial proposals are complete and consistent with the technical proposals;

23. The Procurement Officers shall complete the final evaluation report ranking the proposals according to their combined technical and financial scores using the RFP assigned weights, and send it to the Bank for records;
24. The Procurement Officers will invite the firm scoring the highest combined technical and financial score for negotiations informing it and outlining the negotiation topics;
25. The negotiation, carried out by the EC, will include: Discussion of technical proposal, work Plan, staffing and firm's suggestions to improve the ToR, client and firm's agreement on the final TOR to be incorporated in the description of services, including adjustment of the financial proposal where appropriate, clarification on tax issues, if any, and on how to account for them in the Contract;
26. If negotiations fail with the top ranked firm, Procurement Officers shall invite the firm with the second highest score with Bank's prior approval;
27. The Procurement Officers shall incorporate the results of the negotiations in a Draft Contract to be sent to Bank for "No Objection";
28. After receiving Bank's "No Objection" to the draft negotiated contract, the contract is signed with the winning Consultant;
29. The Procurement Officers submits the copy of the final contract to the Bank;
30. The Procurement Specialist/Procurement Officers publishes the contract award in UNDB through Client Connection and through the PPSs website;
31. The Procurement Officers return the financial proposals of the firms, which did not pass the technical evaluation stage;
32. The firm shall submit the invoice for advance payment (if provided in the contract) and the Bank guarantee, and project secretariats shall pay the amount promptly for work to begin;
33. After payment of the advance, the beneficiary institution is informed to proceed with introduction of the Consulting Company into work.

Shopping for Goods:

Shopping for Goods Method is conducted in accordance with the provisions of the para 3.5. of the Procurement Guidelines. Prior approval of the Bank in case of Shopping for Goods is necessary for the first contract, while all successive contracts under this method are subject of the Bank's post review. Shopping is a Procurement Method based on comparing price quotations obtained from several suppliers, with a minimum of three, to ensure competitive prices, and is an appropriate method for procuring limited quantities of readily available off-the-shelf goods or standard specification commodities that are small in value.

Procurement procedure under Shopping for Goods method generally includes the following steps:

1. Verification by the Procurement Officers that the contract is included in the Procurement Plan;
2. Preparation of Technical Specification and estimated cost;
3. Prepare the Invitation for Quotation (ITQ) and list of Suppliers, using the standard format. For the list of suppliers, a general advertisement requiring expression of interest may be used for all the goods that the Project will need if suppliers are not known to the beneficiary. List of suppliers could be obtained from business directories. Procurement Officers should ensure that the firms to be invited are still in active business. It is recommended that quotations be solicited from more than three suppliers;
4. Send ITQ to selected Suppliers, ensuring confirmation of receipt is filed in the Procurement registries;
5. The Procurement Officers receives quotations and organizes the evaluation by the Evaluation Committee.

6. The EC evaluates the received quotations and recommends award to the lowest evaluated substantially responsive firm;
7. Procurement Officers prepares the Evaluation report;
8. For a contract subject to the Bank's prior review, notification of Award is sent to the selected supplier after receiving the Bank's "No Objection" to the evaluation report;
9. The contract is signed with the supplier, the responsible participating institution's representative and authorized person from PPS, or FME/NBTE.
11. Contract award is published;
12. Procurement Officers send out information to the unsuccessful suppliers;
13. Contract is managed by the SPIUs/PMU/NPCU.

Procurement Records:

The Procurement Officers in the SPIUs and in NPCU and PMU will maintain complete Procurement records, in accordance with sound Procurement practices (including related supervision, review and auditing), the Procurement activities on the Project and ensure that all such records are retained at least two (2) years after the Closing Date.

Procurement Records Mean:

With respect to Procurement of goods, services and works: public notices of bidding opportunities; bidding documents and addenda; bid opening information; bid evaluation reports; formal appeals by bidders and outcomes; signed contracts, addenda and amendments; records on claims and dispute resolution; and records of time taken to complete key steps in the process.

With respect to Selection of Consultants: public notices for expressions of interest; requests for proposals and addenda; technical and final evaluation reports; formal appeals by firms and related outcomes; signed contracts, addenda and amendments; records on claims and dispute resolution, and records of time taken to complete key steps.

ANNEXES

Annex 5.1

Format for preparing Terms of Reference

- i. Describe the background of the assignment;
- ii. State the objectives of the assignment including:
 - o The scope of services;
 - o The duration of assignment;
 - o A detailed list of consultant's duties and responsibilities;
 - o Where applicable, the required inputs in terms of expert days, or months;
- iii. Detailed description of required inputs e.g. reports, detailed designs, recommendations, draft laws etc. which consultants will be required to produce (also referred to as deliverables);
- iv. Time periods set for deliverables;
- v. Methodology and staffing (Not over-detailed or inflexible so that competing consultants can propose their own methodology and staffing);
- vi. List any services and surveys necessary to carry out the assignment;
- vii. Include details of the services, facilities and counterpart staff to be provide by the client;
- viii. Specify detailed requirement when transfer of knowledge or training is an objective to allow candidates to estimate the required resources

Annex 5-2

Template for Institutional Development Plan (IDP)

Under revision, to be added at a later point subject World Bank approval

Annex 5-3

Memorandum of Understanding (MoU)

Under revision, to be added at a later point subject World Bank approval

Nigeria

Federal Ministry of Education (FME)

National Board of Technical Education (NBTE)

State Governments of Abia, Benue, Edo, Ekiti, Gombe and Kano

**Innovation Development and Effectiveness in the Acquisition
of Skills - IDEAS**

**Innovation Grant Facility to Support
Digital Skills Development**

First Cut for Discussion

Grant Proposal

Date of Proposal Submission:

1 Information about the Applicant/Applying Consortium

1.1 Basic information of Applicant

In case the proposal is submitted by a consortium, please fill this field for the consortium leader.

Name of organization		
Applying as an individual/consortium		
Address		
Head of the Organization (name, address, phone, email)		
State where head office is located in		
Head Office Address (if different from above)		
Type of organization		
Registration details (registration number of date of first registration)		
Organization active since?		
Main activities of the organization ¹⁰		
Number of technical staff employed	Full-time	Part-time
Number of support staff employed		
Number of Consultants employed		
Contact person for the proposal (name, designation, address, phone, email)		

1.2 Consortium Partners

In case the proposal is submitted by a consortium of organizations, please fill in the table above for each consortium partner.

¹⁰ Detailed description of organization capacities is required in the Annex.

2 Proposal Brief

2.1 Key Data

Name of the Proposed Project	
Objective(s) of the Proposed Project	
Number of Beneficiaries	Female Male Total
Duration of Proposed Project Months
Proposed Budget	Total cost of proposed project: NGN Total cost of proposed project to be covered by grant NGN
Third Party Funding (if any)	Balance of project costs will be covered by: Y own resources Y third party funding, please specify:

2.2 Summary of Proposal

Please summarize the most important features of the proposed project (objectives, target groups, relevance, activities, etc.) using not more than ½ page

3 Detailed proposal

3.1 Labour Market Background

Describe in detail the labour market beneficiaries will face after completion of the program. The purpose of this section is to discuss whether or not participants will improve their labour market chances after completion of the proposed program and whether the project will impact on the digital economy environment in the state or in Nigeria. Describe the nature of job and work opportunities available for appropriately skilled people, and the

markets that will develop in the future. Also include proposal to link participants to online and remote work. any responses to COVID19Also describe the sources of your information.

3.2 Detailed Description of the Proposed Project

Present all relevant details of the proposed project: What type of interventions are planned? If training is the main activity, are there any wrap-around services planned? Location(s) where interventions will take place? Duration of individual interventions (e.g. number of months of training)? Organizational patterns (part/part time, any workplace attachments planned, how many rounds are planned to be accomplished during the project)? Details of the curriculum and contents of other interventions (if already available)? How many beneficiaries will be targeted in total and in each round? Financial arrangements (e.g. cost-sharing of beneficiaries)

3.3 Target group

Which are the target groups of the interventions? Mechanisms to specially target female youth and women, Technical Colleges, Out-of School, marginalised groups at least 40% minimum participation targets for female/marginalized groups?

3.4 Activities to be funded under the Grant Project

Describe all activities that are planned to be funded with grant funds, for example needs assessment, curriculum development, training of teachers, mentorship, investments, recurrent cost of training, public relations activities, M&E, etc. Please ensure that activities listed here are consistent with Table 4 and Table 5 below.

3.5 Arrangements between Consortium Partners (for consortium applicants only)

Identify in detail the different roles and responsibilities of each consortium partner in the project, as well as relevant management and communication arrangements.

3.6 Project Management and Monitoring

Describe responsibilities and procedures in project management and monitoring

3.7 Environment and Social Safeguards Compliance

Describe how environmental and social safeguard issues triggered by the project will be adequately addressed.

3.8 Grievance Redressal Mechanism

Describe how local grievance redress structures available in the community will be used to address disputes that may occur as a result of the activities of the project.

3.9 Value for Money/Cost Effectiveness and Sustainability

Please provide your estimates for the project's value for money or cost effectiveness (for example, unit cost per beneficiary, expected unit profit per beneficiary, expected annual wage/salary/income per beneficiary after they complete the project, etc.) If applicable, describe the strategy of the applicant to ensure that the project will continue after the end of the grant funding period.

3.10 Organizational Capacity

Briefly describe the last 3 projects, their value, duration and number of beneficiaries, that your organization has executed

3.11 Previous Experience with Digital Skills Development

Briefly describe the last 3 projects (if any) that you have executed that had any digital skills component. Which digital skills? Whether you partnered with another organization for it? If yes, who was your partner in each of the projects (where applicable) also describe with evidence of increased employment and earnings for the participants when they completed the training

4. Implementation Schedule

Main Activities	1. Year				2. Year				3. Year			
	1. Qr	2. Qr.	3. Qr	4. Qr	1. Qr	2. Qr.	3. Qr	4. Qr	1. Qr	2. Qr.	3. Qr	4. Qr
1.												
2.												
3.												
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8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
Milestones												
1.												
2.												
3.												
4.												
5.												

5. Estimated Budget in '000 NGN *(insert further rows as appropriate)*

	Total estimated cost	Covered through innovation grant	Covered through own resources
DEVELOPMENT COST			
Consultancy costs (needs assessments, curriculum development, etc.)			
Production/purchase of teaching and learning material			
Training of teachers and trainers			
Infrastructure			
Equipment			
Other			
TOTAL Development Cost			
RECURRENT COST OF TRAINING AND OTHER INTERVENTIONS			
Salaries/fees of teaching and other technical staff			
Training material, books and other material			
Insurance			
Rental			
Student Transport			
Benefits to participants			
Other			
TOTAL Recurrent Intervention Cost			
PROJECT MANAGEMENT			
Staff Cost			
Meetings, workshops, etc.			
Transport			
Office expenses, communication			
Other			
TOTAL Project Management			
GRAND TOTAL			

Please elaborate on and justify the budget as you deem necessary. Further details will inform the selection process and may add credit to your proposal.

Annex 1:

Certificate of Incorporation of applicant and, if appropriate, consortium partners

Annex 2:

Capacity Statement and References of applicant and, if appropriate, consortium partners

Annex 3:

Staffing Schedule and CVs of key staff

Annex 3:

Any other information to substantiate the proposal

IDEAS - Innovation Funding Mechanism

Innovation Grant Project Evaluation Form

Innovation Fund (e.g. FME, NBTE, State):	
Proposal Registration Number:	
Title of Proposal:	
Name of applicant:	
Evaluation date:	
Evaluation conducted by:	

I - Proposal Feasibility Evaluation

Innovation Fund: Proposal Registration Number: Title of proposal: Name of applicant:

Feasibility Aspect	Yes	No
1. The proposed project is technically sound and implementable		
2. The applicant has the necessary organizational and technical capacity to fulfil its role in the project		
3. The budget is appropriate to carry out the suggested activities		
4. The proposed project can be accomplished within the envisaged project duration		
5. No other technical, financial or methodological obstacle is likely to prevent the successful implementation of the proposed project		
Summary: The proposed project is assumed feasible		

Note:
 If the answer to any of the questions is “no”, than the entire proposal is considered not feasible

II - Proposal Relevance Evaluation

Innovation Fund:
Registration number:
Title of proposal:
Name of applicant:

Selection criterial	Scores (0-3)	Multiplicat ion factor	Total score points	Remarks
1. Relevance for employment / employment prospects of project completers		2		
2. Relevance of the project for digital economy development		2		
3. Relevance of the project for youth/women marginalized group		1		
4. Project's value for money/cost effectiveness		1		
5. Capacity of service provider		1		
6. Previous experience in digital skills development		1		
7. Sustainability prospects		1		
Summary scores				

<p>Note: Total maximum score: 27 Selection threshold (50 % and above of maximum scores): 14</p>
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Scoring Rubric (representing a guidance that can be interpreted by the Selection Panel)

Criterion	0	1	2	3
1. Relevance for employment / employment prospects of course completers	<p>Completers are rather unlikely to find a job / find work after training.</p> <p>The proposal does not make a convincing argument that completers find a job /find work after training</p>	<p>There are some chances for graduates to find a job / find work in the field of training after completion of the program.</p> <p>There are chances for completers to find occasional contract jobs after completion of the training, and/or there is the potential for self-employment</p>	<p>A fair percentage of successful graduates are likely to find a job, find work through self-employment or a place in a business incubator after the program.</p>	<p>Under current economic conditions all successful completers will have a chance to find a permanent job, become gainfully self-employed or move into a business incubator/accelerator after the program.</p>
2. Relevance of the program for the digital economy development	<p>The proposed program does not support skills development that will have a tangible impact on the development of the digital economy in the state, region or country.</p>	<p>The digital skills that are intended to be imparted through the proposed program represent essential digital skills needed in the economy.</p>	<p>The proposed program is geared towards developing critical digital skills that are in high demand in Nigeria</p>	<p>The proposed program is geared to develop digital skills that are critical for strengthening Nigeria’s potential for innovation, and/or are likely to attract new investments in the digital economy.</p>
3. Relevance for marginalized youth	<p>The proposed program does not specifically target disadvantaged groups; it is likely to be mainly attended by fairly well-off male secondary school or tertiary education completers.</p>	<p>The proposed program is not specifically targeting marginalized youth but has some provision and/or incentives to include a minimum proportion of marginalized youth as beneficiaries.</p>	<p>The proposed program includes strong mechanisms to ensure equal access from disadvantaged youth.</p>	<p>The proposed program is fully or predominantly addressing one of the following target groups: female youth, school drop-outs and youth with less than senior secondary education complete; youth who have been unemployed for several years; people with disabilities; youth from poor households.</p>
4. Value for money / cost effectiveness	<p>Unit costs are unreasonably high, per student (calculated per month)</p>	<p>Unit costs are high, but acceptable in view of the project approach</p>	<p>Unit costs are reasonable taking the envisaged activities in the proposal into consideration</p>	<p>Unit costs are exceptionally low</p>

5. Capacity of applicant	The applying organization has never implemented a project of the envisaged size. At the moment, resources (in terms of staff, finances, equipment, facilities) are rather insufficient to implement the proposed project, and there is some risk that the applicant will not be able to build and maintain the required capacities for high quality service delivery until the planned start of the project.	The applying organization needs to build considerable additional capacities for the implementation of the proposed project. The proposal includes a convincing plan to build this capacity.	The applying organization needs to some additional capacities for the implementation of the proposed project. The proposal includes a convincing plan to build this capacity.	The applying organization is an established institution known to deliver high quality training and services
6. Previous experience of applicant in digital skills development	The applicant has no experience in the field of digital skills	The applicant has no experience in the field of digital skills, but has teamed up with an organization that is experienced	The applicant has some experience with digital skills development; or has no experience but teamed up with a very experienced provider	The applicant has ample experience with digital skills development
7. Sustainability prospects	Activities are not likely to continue after the end of the grant-funded project.	The proposal includes a sustainability concept that relies on assumptions that are very uncertain	The proposal includes a sustainability concept, which includes some uncertainties	Under current economic and political conditions, the program is likely to continue in a self- or third party- financing manner

ANNEX 6-1: Potential impacts of building restructuring and generic mitigation measures

Project Phase	Potential Impact source	Mitigation Measures	Roles and Responsibilities
<p>Pre- restructuring phase</p>	<p>Community Perception</p> <p>Members of the Community may have negative perception about the project if not properly managed.</p>	<ul style="list-style-type: none"> • Adequate and timely information will be provided to affected owners. • Creating proper complaints procedure. • Providing enlightenment forums to stakeholders from the preparatory stage and on potential environmental and social concerns from civil works • Development of communications and stakeholder engagement strategy. • Carry out wide range consultations to increase project awareness, improve accountability, transparency responsiveness, and promote community participation, increase cooperation of community and other public and private sector partners. • Existing social structures (e.g mosques, churches, community development committees, youth and women groups) should be used for continuous awareness building and sensitization at every stage. 	<p>IDEAS PROJECT SECRETARIATS, MDAs (State Ministry of Information, State Ministry of Women Affairs, Community Development, Social Welfare and Poverty alleviation), CBOs</p> <p>IDEAS PROJECT SECRETARIATS – Environmental and Social Safeguard Officer, Communication Officer</p>
	<p>Land take/land acquisition/involuntary resettlement</p> <p>Land acquisition from members of the communities</p>	<ul style="list-style-type: none"> • This would be addressed in the RPF which is a stand-alone report. 	<p>Refer to RPF report</p>

Project Phase	Potential Impact source	Mitigation Measures	Roles and Responsibilities
<p>Restructuring phase</p> <p>Physical Impact</p>	<p>Soil Impact</p> <p>Excavation, grading, compaction, filling and other civil works.</p>	<ul style="list-style-type: none"> Erosion control measures such as water bars, gabions, straw bales, and re-vegetation will be implemented during and after construction phases. Re-vegetation efforts will be implemented to ensure long-term recovery of the area and to prevent significant soil erosion problems. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, MDAs (State Ministry of Works, State Ministry of Environment).</p>
	<p>Solid Waste</p> <p>Generation and disposal of excavated solid waste from construction sites, vegetative waste drainage channels and during the clearing of clogged drainages</p>	<ul style="list-style-type: none"> Measures will be taken to ensure that solid waste is handled in an adequate manner. Minimize windblown materials from the waste disposal site Cover dumped waste as quickly as possible 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, MDAs (State Ministry of Environment, State Ministry of Works, State Solid Waste Management Authority)</p>
	<p>Geomorphology & Hydrology</p> <p>Civil works, heavy rain splashes, increased local run off</p>	<ul style="list-style-type: none"> Good use of engineering best practice must be maintained during construction. Ensure wastewater from cleaning of equipment and other civil works is not disposed of in water bodies instead it should be collected and treated. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, MDAs (State Ministry of Environment)</p>
	<p>Topography</p> <p>Excavation and other machinery activities on the land surfaces</p>	<ul style="list-style-type: none"> The construction works such as road grading, filling of large holes and formidable concrete sides for culverts and drainages should be carried out. Old drainage systems should be maintained if available and new ones should be constructed Site specific safety plans should be developed and properly implemented by construction companies executing sub-projects. Effective public consultation through active involvement of all affected stakeholders. 	<p>IDEAS PROJECT SECRETARIATS - ESG Officer, Project Engineer, State Ministry of Works</p> <p>IDEAS PROJECT SECRETARIATS - ESG Officer, Project Engineer, State Ministry of Works</p> <p>IDEAS PROJECT SECRETARIATS ESG Officer</p>

	<p>Channelization of flood waters</p> <p>Cleaning/clearing of clogged drainages</p>	<ul style="list-style-type: none"> • Good flood plain management practices 	<p>ESG Officer, IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment, State Ministry of Water Resources</p>
	<p>Air Quality</p> <p>Due to mobilization of equipment, construction activities such as earthworks, grading, filling, excavation, vehicle emissions, road dust. Improved quality of service from urban infrastructure such as drains, lawns, etc.</p>	<ul style="list-style-type: none"> • Dust suppression method should be in place to minimize airborne particulate matter that may result from the construction activities. Routine watering of the construction sites and access roads will keep the dust level down. • Provide breathing protection masks for employees and other task-specific Personal Protective Equipment (PPE). • Reduce travel distances by placing constructions campsites close to work areas. • Ensure that vehicles and other equipment are regularly inspected and schedule maintenance if need be. Also ensure that vehicles and machineries comply with international standards for exhaust emission. • Maintenance of engines and exhaust gas checks to minimize exhaust emissions 	<p>ESG Officer, IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment, State National Environmental Standards and Regulations Enforcement Agency (NESREA)</p> <p>ESG Officer, IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment, State NESREA,</p>
	<p>Increased sedimentation and runoff</p> <p>This impact is site-specific and will be of concern to project sites close to water streams. Sediments can significantly impact surface waters and wetlands with silts and pollutants such as heavy metals, hydrocarbons and toxic substances. Runoff from rainfall can further lead to erosion of the road. Drainage channels from the roads to nearby</p>	<ul style="list-style-type: none"> • Regular inspection of the project sites will be needed. • Construction like dykes, sediments basins should be considered in order to divert the flow of sediments. • Define flood plain boundaries and pollutants of concern and conduct resource inventory and information analysis. • Identify sensitive areas in order to protect surface water and prevent non-point source pollution. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment, State Ministry of Works, State NESREA</p>

	<p>watercourses are receptors of soils eroded from the road surfaces. These eroded sediments can adversely affect the aquatic ecosystem and can even increase the risk of flooding and eutrophication.</p>		
	<p>Water Quality</p> <p>The water quality will be impacted by wastewater discharges from construction activities and behavioral practices of workers associated with project activities. This could lead to increase in turbidity and siltation affecting use by man, land mammals and aquatic organisms.</p>	<ul style="list-style-type: none"> • Mobile toilet facilities, which will be provided for the workforce be maintained, emptied daily and disposed of at approved sites. • Sewage can be composted in compost bin (mixtures of sewage, straws and hays), which can be feed to soils as source of manure for the community. Thus, recycling of sewage waste. • The Contractor should ensure that proper storage facilities are provided at worksites. They should be leak proof and fitted round with bunds to prevent leakage into the water streams. • Development and implementation of proper Waste Management Plans (WMPs) by the Contractor (s). 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment, State NESREA,</p>
<p>Restructuring Phase</p> <p>Biological Impact</p>	<p>Impact on flora and fauna</p> <p>Clearing of vegetation.</p> <p>Biodiversity will be affected as a result of the civil activities from the construction phase. Vegetation/vegetative covers will be destroyed in the course of implementing civil works and establishment of construction campsites. Exposure of the plant surfaces to dust particularly during the transportation of materials will destroy them (impairment of photosynthesis). Most faunas, which may have created niches for themselves, will be disturbed especially borrowing mammals,</p>	<ul style="list-style-type: none"> • Identify any Site of Special Scientific Interest. • Co-operate with relevant MDAs such as the Department of Livestock, conservation parks, Zoos and Zoological Department of the local University for housing of possible animals that may be relocated as a result of the construction. • Ensure that affected flora species are transferred and raised in available nurseries. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS</p>

<p>Construction Phase</p>	<p>reptiles, amphibians and insects. Weed invasion/proliferation of opportunist species (weeds & pests).</p>		
<p>Socio-economic Impact</p>	<p>Impact on Wildlife</p> <p>During Land clearing, Civil works,</p>	<ul style="list-style-type: none"> • Ensure that the necessary safeguards policies such the OP 4.04 on Natural Habitats and relevant legislatives are used in addressing the issue of wildlife. • Liaise with Zoos Management Authorities in the affected States and Universities to provide temporary habitats for accommodating animal species until new habitats are provided. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS.</p>
	<p>Transportation & Traffic impact:</p> <p>Existing travel patterns will be heavily impacted during the construction phase of the project in the states.</p>	<ul style="list-style-type: none"> • A good traffic management plan should be developed which will specify; safety rules on speed limits while driving, trainings to enable drivers to be responsive to local conditions, procedures for dealing with accidents involving injury to local people and livestock and restriction of heavy vehicle movements to specific access roads. • Carefully site stock piling areas, work depots and work sites in good locations, which will alleviate possible traffic congestions. • Information on road closure should be made publicly on local radio stations and television. Signage advising on closures and detours should be strategically placed along the roadsides. • Ensuring that all road signs are put in place and detours made possible to divert traffic. • Ensure alternative footpaths are provided for local residents. • Relevant State Government Agencies such as the State Transport Management Authority / Federal Road Safety Commission will be engaged by the contractor all through the construction period to ensure that safety is maintained throughout the construction phase. 	<p>ESG Officer, Communication Officer - IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Works, State Traffic Management Authority</p>

	<p>Accident</p> <p>Accidents are bound to occur during the construction phase as a result of movement of materials, equipment, pedestrians and livestock.</p>	<ul style="list-style-type: none"> • Ensure that workers are provided with health and safety equipment such as High visibility vest, helmets, earplugs, safety glasses, and safety boots and, stress on the need to use them always. • Ensure that adequate and proper signs, barriers and lane markers are put up within the project location sites • Applying Standard Operating Procedure (SOP) during the project activities to all workers. • Managing the working hours based on the laws • Ensure the management of construction debris and handling of hazardous materials; • Ensure the use of reflectors at night as well as signposts, placement of caution tapers and guard rails at construction sites that involve drainages, trenches and canals 	<p>ESG Officer, Communication Officer - IDEAS PROJECT SECRETARIATS, MDAs - (State Ministry of Works, State Ministry of Labour, State Emergency Management Agency</p>
	<p>Employment</p> <p>Employment will be on the increase as work force i.e. local artisans and labourers migrants will be utilized Though construction works are not large-scale, this impact will have an indirect influence in the increase in crime rate, traffic, and hike in rents, prostitution and spread of diseases.</p>	<ul style="list-style-type: none"> • Ensure that individuals from project affected communities especially local and unskilled labour are employed as labourers and artisans. This should be communicated to the contractor. • Public consultation will be implemented to address any situation of wrong notion created by members of the communities. • The campsite for workers should be located remotely away for the community. • Contractors and Project Managers should ensure that the workers are prohibited from patronising prostitutes and the use of alcohol and drugs within the site areas. 	<p>ESG Officer, Communication Officer - IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Works. State Ministry of Women Affairs, Community Development, Social Welfare and Poverty alleviation</p>
	<p>Archeological & Cultural loss</p> <p>Impact Source: Excavation/earth works, deforestation activities and other engineering activities e.g. water channelling</p>	<ul style="list-style-type: none"> • The Social Development Specialist needs to ensure that thorough discussions are carried out during the Focus Group meeting addressing issues on Archaeology and cultural. • The World Bank Operational Policies relevant to this situation such as OP 4.11 Physical and Cultural Resources will be applied to enable the Social Officer administer the right tool to avoid cases of conflicts in the communities. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Finance</p>

	<p>Social stress & disruption</p> <p>Impact Source:</p> <ul style="list-style-type: none"> • Civil work activities. • Human • Governance. (Corrupt practices) 	<ul style="list-style-type: none"> • Root causes should be identified and addressed. • Address governance and mobilize communities. • Engage the private sector, and possibly introduce a market-based solution to take advantage of good Nigerian entrepreneurship and creativity; • Community members should be enlightened about Grievance Redress Mechanism (GRM) procedures while the social development specialist need to keep a database of complaints and grievances as well as put in place a structure to ensure prompt resolution of such (Refer to RPF). 	<p>ESG Officer, Communication Officer - IDEAS PROJECT SECRETARIATS</p>
	<p>Aesthetics</p> <p>Impact Source:</p> <p>Construction works</p>	<ul style="list-style-type: none"> • Proper use best engineering practice; • Employ an aesthetics expert to the contractor team. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS</p>
	<p>Project Affected Persons related to land acquisition / loss of livelihood which include: Affected individuals, Affected Households and Vulnerable households including internally displaced persons, the elderly and women</p> <p>Impact Source: Civil work activities</p>	<ul style="list-style-type: none"> • This would be addressed in the RPF which is a stand-alone report 	<p>Refer to RPF</p>
<p>Construction Phase</p> <p>Public Health</p>	<p>Health problems (HIV/STDs)</p> <p>Impact Sources.</p> <ul style="list-style-type: none"> • Improper housing and sanitary. • During civil works 	<ul style="list-style-type: none"> • Effort will be made to enlighten the employees on HIV/AIDS and STD awareness programme in each of the project areas. • Imported workers if used should have proper housing and sanitary. • Other activities will include treating other sexually transmitted diseases, distributing condoms, and providing counseling, screening, and support services for employees. • Medical examinations should be performed on new employee and repeated regularly throughout the term of employment. • Each contractor should have operating procedures that control unsafe behaviors amongst personnel especially considering the fact that there will be huge influxes of workers and the likely spread of STD's due 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Health,</p>

	<p>Water-Borne Diseases (e.g. Cholera, Dysentery, Amoebiasis, Salmonellosis etc.)</p> <p>Impact Source</p>	<p>to possible sexual interactions between workers and members of the project affected communities.</p> <ul style="list-style-type: none"> • Liaise with appropriate health focused NGOs to promote HIV/STDs awareness, HIV Voluntary Confidential Counselling and Testing as well as put in place appropriate referral linkage for Most at Risk Populations. If needed, PLWHAs could be referred to the nearest HIV treatment programme center(s) where they can access free treatment and support. • Provision of proper human waste disposal facilities for the construction workers. • Good sanitation including proper waste disposal at its operation and residential accommodations. • Participate in environmental sanitation initiatives in communities where its workers are domiciled. • Avoid any deterioration in public health and environmental sanitation as a result of the project. • Participate on improvement of community sanitation and public health through the community development programs. • Involvement of NGOs and civil societies in waste management and healthcare activities • Maintenance of good drainage at construction areas to avoid creation of stagnant water bodies. • Proper reservoir operation engages in disease surveillance and insecticide sprays to prevent the proliferation of the disease vector; conduct routine medical check-ups and development of medical facilities. • Government programs to improve existing medical and health services in the local communities should be supported as much as possible by the Project. This includes Mosquito control programs such as the distribution of insecticide treated nets to affected community members. • Provision of good sanitation including proper waste disposal at its operation and residential accommodations. • Participate in environmental sanitation initiatives in communities where its workers are domiciled. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS</p>
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	<ul style="list-style-type: none"> • Poor environmental sanitation habits exhibited by members of the contractor's workforce. • Overload of existing sanitation facilities. 		
	<p>Occupational Health & Safety</p> <p>a.PPEs</p> <p>b.Emergency Response & First Aids</p>	<ul style="list-style-type: none"> • The contractor will ensure that Personal Protective Equipment (PPE) are made available to all workers. • The Contractor should ensure that necessary measures to avoid and minimize the negative health and safety impacts such as trainings for employees be established. • Contractors should develop OHS Systems, which will include policies, plans, procedures, processes and programs. • Contractors should possess operating practices for the following: <ul style="list-style-type: none"> ▪ Accident investigation and control ▪ Hazards investigation and analysis ▪ Hazard communication programme ▪ Work place violence ▪ Work stress risk assessment / work stress management plans ▪ Ergonomics ▪ Heavy equipment safety ▪ Fire and fuel safety • Ensure that workers use protective gears during all working activities. • Proper disposal of construction spoil and any hazardous waste will be stored in areas clearly designated and labelled. • It will be very appropriate if a good health care unit is made available in the campsites. 	<p>IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Works, State Emergency Management Authority, State Solid Waste Management Authority.</p>

	<ul style="list-style-type: none"> • First Aid Services should be provided at the campsites to provide immediate attention to accident victims before referring them to nearby clinics if need arises. 	
<p>Topography</p> <p>Impact Source:</p> <ul style="list-style-type: none"> • Construction activities including movement of goods and services. • Flood catchment rehabilitation activities 	<ul style="list-style-type: none"> • Embarking on tree planting exercises, which can serve as a wind barrier and help stabilise the soils. • Training activities targeted at local farmers to improve awareness • The affected population identified will participate in the planning and/or decision-making process for the alternative livelihood options and the process and agreement will be in line with relevant operational policies. • Good engineering practices to be included in contract documents and contractor's performance will be monitored and reported. 	ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Physical Planning and Urban Development
<p>Land use</p> <p>Impact Source:</p> <ul style="list-style-type: none"> • Civil works. • Livestock including overgrazing. 	<ul style="list-style-type: none"> • Encouragement of early and on-going consultation within the local community. • Providing complimentary livelihood (promoting alternative means of income (which is sustainable and adaptable for each community)). • Improve roles of NGOs and Civil Society. • If land acquisition and/or land donation is involved, resettlement policy framework will be applied • Good engineering practices to be included in contract documents and contractor's performance will be monitored and reported. 	ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State Ministry of Physical Planning and Urban Development,
<p>Air Quality</p> <p>After rehabilitation works, the roads are bound to be busy and this will negatively affect the members of the community</p> <p>Impact Source: Increase in the number of vehicles that ply the route.</p>	<ul style="list-style-type: none"> • Ensure that the air quality levels are constantly monitored which can be obtained from relevant local air pollution control agencies/ metrology units in the states. • Surround roadsides with vegetation as the trees will serve as windbreaks and keep dust from spreading long distances. 	ESG Officer IDEAS PROJECT SECRETARIATS, (MDAs) - State NESREA
<p>Noise and Vibration</p> <p>Impact Source:</p> <ul style="list-style-type: none"> • Increase in number of vehicles plying the road 	<ul style="list-style-type: none"> • The traffic management plan should be used to address movement of vehicles during the early hours of the morning when members of the community are still asleep. • Keeping proper records of complaints in the complaints register. 	Environmental Specialist IDEAS PROJECT SECRETARIATS, (MDAs) - State NESREA
<p>Water Quality</p>	<ul style="list-style-type: none"> • Development of proper Waste Management Plans by the Contractor(s). 	ESG Officer IDEAS

Operation/ Maintenance Phase	<p>Impact Source:</p> <p>Roadway runoff, wastes (municipal solid wastes, effluent, hazardous wastes etc)</p>	<ul style="list-style-type: none"> Roadway runoff will not be placed directly into watercourses but allowed to flow over grassed or pervious pavements in order to permit the settling out of fine materials. Divert the flow of surface water around the site to prevent contamination from storm water (by pollutants, soil or any other material from the site). It is also important to develop a site drainage plan to reduce storm water flow and sediment load before storm water is discharged from the site. 	<p>PROJECT SECRETARIATS, (MDAs) - State Ministry of Environment</p>
	<p>Traffic and Transportation</p> <p>Impact Source:</p> <ul style="list-style-type: none"> Increase in traffic within the roads Increase in economic growth. Increase in migration 	<ul style="list-style-type: none"> Ensure that all road signs are completed with speed limits zones and traffic signs in place. Provide pedestrian pathways within the settlements of the communities. Measure suggested for the construction phase should be carried forward to the operational stage. 	<p>IDEAS PROJECT SECRETARIATS, State NESREA</p>
	<p>Occupational Health & Safety</p> <p>a. PPEs</p> <p>b. Emergency Response & First Aids</p> <p>Impact Source:</p> <p>Exposure of workers to accidents, working in potential weather extremes, contact with natural hazards such as animals, insects, and poisonous plants.</p>	<ul style="list-style-type: none"> Development of inspection and maintenance programmes. Clearly mark road signs and hazards symbols within the location to minimise road accidents. 	<p>ESG Officer IDEAS PROJECT SECRETARIATS, State NESREA, State Emergency Management,</p>

Annex 7-1.

VI. Results Framework

Project Development Objective

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

RESULT FRAME TBL PDO

PDO Indicators by Objectives / Outcomes	Base-line	Intermediate Targets						End Target
		Yr. 1 29-Oct-19- 30-Jun-20	Yr. 2 Jul/20 – Jun/21	Yr. 3 Jul/21 – Jun/22	Yr. 4 Jul/22 – Jun/23	Yr. 5 Jul/23 – Jun/24	Yr. 6 Jul/24 – Jun/25	
To improve the relevance of skills development in Technical Colleges								
1. Increase in the percentage of employers of graduates from supported programs indicating they are satisfied with the performance of graduates (percentage points) (citizens engagement indicator)	0	0	0	0	0	0	15	15
2. Female participation rate in supported Technical Colleges (percentage) (disaggregated for PWD)	13	13	13	16	18	21	23	23
To improve the relevance of skills development in the informal sector								
3. Number of youths in supported informal sector clusters obtained recognized skills certification after completing an informal apprenticeship (cumulated); at least 20% female and disaggregated for PWD (number)	0	0	0	500	1,500	3,000	4,500	4,500
To enhance the capacity of the skills development system to foster relevance in skills development								
4. Percentage of youths completing supported formal and informal development programs with basic digital skills competencies, disaggregated by gender and for PWD (percentage)	0	0	0	0	50	60	80	80
5. Beneficiaries of job-focused interventions, disaggregated by gender and PWD (CRI, number)	0							50,000

Intermediate Results Indicators by Components	Base-line	Intermediate targets						End Target
		Yr. 1 29-Oct-19- 30-Jun-20	Yr. 2 Jul/20 Jun/21	Yr. 3 Jul/21 Jun/22	Yr. 4 Jul/22 Jun/23	Yr. 5 Jul/23 Jun/24	Yr. 6 Jul/24 Jun/25	
Component 1: Incentivizing partnerships with industry for enhanced labour-market orientation of public Technical Colleges								
1. Number of supported Technical Colleges with functioning modernized governance body with industry partnership (cumulated)	0		10	20	25	30		30
2. Number of training programs in supported Technical Colleges delivered and monitored in partnership with the private sector (cumulated)	0				30	60	90	90
3. Number of fully functioning upgraded workshops/labs in supported TCs (cumulated)	0			20	40	55	60	60
4. Number of supported TCs with reporting and referral mechanisms for GBV affected youth (Citizens Engagement Indicator) (cumulated)	0		5	10	20	30		30
Component 2: Improving skills formation in the informal sector								
5. Number of master craftspersons supported by the project certified as assessors/verifiers (at least 20 % females) (cumulated)	0			600	1,200	2,400	3,600	3,600
6. Percentage of youth supported by the project completing informal apprenticeship training with foundational (literacy and maths) skills; disaggregated by gender and for PWD	0		0	20	30	40	60	60
7. Evaluation conducted on the impact of the enhancement of informal apprenticeship and foundational skills training on labour market outcomes and business development according to agreed work plan (Citizens Engagement Indicator)	none	Study design completed	According to workplan	According to workplan	According to workplan	According to workplan	Work plan completed	Work plan completed
Component 3: Increasing the availability of competent and motivated technical teachers and instructors								
8. Strategic framework for human resources development in skills development endorsed by NPSC	No	No	Yes	Yes	Yes	Yes	Yes	Yes

9. Number of technical teachers and instructors participating in supported skills upgrading programs (at least 20% female) (cumulated)	0	0		500	1,500	2,500	3,500	3,500
10. Assessment of technical teachers' performance developed and implemented	none	None	Assessment tool developed and tested	Assessment conducted and results published		Assessment conducted and results published		2 assessment conducted and results published
11. Number of technical teachers and instructors training courses in pre- and in-service programs that are enriched with technology-enabled teaching and learning instruments (cumulated)	0		1	3	6			10
Component 4: Strengthening the regulatory environment and public management capacities for market-oriented skills development								
12. Number of Sector Skills Councils operational (cumulated)	3	4	5	6	8	10	12	12
13. Number of improved and NSQF – recognised TC curricula reflecting digital skills requirements in the labour market	0		2	5	10	13	15	15
14. Number of technical teachers and instructors in technical colleges and skills acquisition centers certified as NSQF assessors or verifiers (cumulated)	0		200	400	600	800	1,000	1,000
15. Number of Nigeria Skills Development Reports published (cumulated)	0			1		2		2
16. Number of Tracer Studies Conducted (Citizens Engagement Indicator)			1		1			2

Monitoring & Evaluation Plan: PDO Indicators

Indicator	1. Percentage of employers of graduates from supported TC programs indicating that they are satisfied with the performance of the graduates.
Definition/description	Indicator measures the perception about the work-readiness of graduates from Technical Colleges that enter into employment after training. To measure the indicator an employers' perception survey will be conducted at the beginning of the project (once supported programs are approved) to establish the baseline. Only actual and potential employers of graduates from those TVET programs supported through the grant funding under the project will be included in the survey. The survey will be repeated with the same group of employers at the end of the project. "Performance" refers to work-readiness after graduation including technical (theory and practical) skills, digital skills and soft/socio-emotional skills. The baseline is still to be established through an initial employers' perception survey. If the baseline is below 50%, the indicator is met, if the target of 20 percentage points increase over baseline is achieved. In case the baseline a value of above 50%, the indicator is met, if the target of 15 percentage points increase over baseline is achieved.
Frequency	Only once in Year 6.
Data Source	Employers
Methodology of data collection	Employer survey according to a methodology acceptable to the World Bank.
Responsibility for data collection	NBTE, in collaboration with FME
Indicator	2. Female participation rate in supported Technical Colleges
Definition/description	Indicator measures the average percentage point increase against baseline of female students enrolled in supported training program across all supported (short- and long-term) programs. This includes also newly introduced programs that were not measured in the baseline. The baseline is to be verified after the selection of all participating TCs is completed and the selection approved by the NPSC. The indicator is met, if the target is 10 percentage points over the baseline. Data must separately report percentage of female PWD.
Frequency	Annual
Data Source	Enrolment records of TCs
Methodology of data collection	Administrative data (Registry of TCs)
Responsibility for data collection	TSED for Federal TCs, and NBTE for State TCs.
Indicator	3. Number of youths obtaining recognized skills certification after completing an informal apprenticeship (at least 20% female)

Definition/description	The indicator measures the cumulated number of all apprenticeship completers that were undergoing an apprenticeship training with a master craftsperson in a cluster supported by the project and have successfully undergoing an assessment leading to a NSQF-registered full or unit certification. At least 20% of the number must be female. Data must separately report number of PWD.
Frequency	Annual from Year 4
Data Source	Assessment records
Methodology of data collection	Administrative data (NSQF registry)
Responsibility for data collection	NBTE
Indicator	4. Percentage of youth completing supported skills development programs with basic digital skills competencies
Definition/description	Indicator measures digital skills competencies according to accepted standard measurements of graduates/completers of supported TC programs and informal apprenticeships. The definition and measurement of basic digital skills to be used for measuring this indicator will be disaggregated by type of training, i.e. it will be different for TC graduates and completers of informal apprenticeships. Baseline will be established upon start of intervention and among graduates/completers from the fourth year of project implementation onwards, using standard digital skills measurement tools. Targets measure the percentage of youth with basic digital skills competencies of all youth that have completed supported programs in the year of measurement. Data must be disaggregated by gender and for PWD.
Frequency	From Year 4 onwards
Data Source	Digital skills measurements of graduates/completers
Methodology of data collection	Test results
Responsibility for data collection	NBTE
Indicator	5. Direct Project Beneficiaries
Definition/description	<p>Direct Project Beneficiaries include:</p> <ol style="list-style-type: none"> (1) School leavers receiving formal TVET in participating Technical Colleges: All enrolled students in participating TCs over the project duration starting once the improvement project in a TC has started; (2) Workers already in the labour market: Participants of skills upgrading courses provided by participating TCs. Sub-group of students enrolled in participating Technical Colleges (see 1) (3) Unemployed youth: Participants of special employability skills courses provided by participating TCs. Sub-group of students enrolled in participating Technical Colleges (see 1); participants of innovative digital skills programs supported through the innovative skills funding initiative under component 4. (4) Informal apprentices: Apprentices in participating clusters that enhanced their technical, foundational and business skills through improved informal apprenticeship training and/or accessed recognized certification improving their employability (5) Master craftspersons: MCPs in participating clusters that received skills upgrading training, access to certification, business development support or gains from other interventions under the project. Additionally, those MCPs that have received

	formal skills recognition and certification as assessors/certifiers by NBTE outside of participating states. Every beneficiary is counted only once.
Frequency	Annually
Data Source	Project records, Enrolment records of TCs
Methodology of data collection	Administrative data (NBTE, project)
Responsibility for data collection	TSED, NBTE, SPIUs

Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator	1. Number of supported Technical Colleges with functioning modernized Governing Board with industry partnership
Definition/description	Indicator counts the number of TCs supported under the project, in which a Governing Board has been formally established and is functional in accordance with the standards and functions defined in the IDEAS Project Implementation Manual (PIM). A Governing Board is considered functional when (1) the government agency, under which the TC is operating has officially appointed the Board through a written notice and appointed its members; (2) the Board has met at least two times during the previous 12 months and has compiled and adopted minutes of these meetings. Each Governing Board that is functional during the previous 12 months will be counted each year.
Frequency	Annual, from 3 rd year of project implementation
Data Source	Notes of Board Establishment including TORs, appointment letters of board members, minutes of meetings
Methodology of data collection	Administrative data (Project files)
Responsibility for data collection	TSED for Federal TCs, NBTE for State TCs
Indicator	2. Number of training programs in supported Technical Colleges developed and delivered in partnership with the private sector
Definition/description	The indicator measures the cumulated number of training programs delivered in supported TCs that have been subject to improvement through any of the following: curriculum revision; upgrading/revision of teaching and learning material; workshop/lab upgrading; or improvement of internship management. The improvement must have been planned and implemented with involvement of the industry partner(s), as stipulated in the MoU.
Frequency	Annual from Year 3
Data Source	Annual reports from supported TCs
Methodology of data collection	Administrative data (NBTE accreditation registry); project records
Responsibility for data collection	NBTE, TSED

Indicator	3. Number of fully functioning upgraded workshops/labs in supported TCs
Definition/description	The indicator measures the cumulated number of training workshops and training labs in supported TCs to be upgraded under the project, for which the upgrading has been completed in accordance with the IDP and which are in use for training.
Frequency	Annual from Year 3
Data Source	Procurement reports, site spot-checks using standardized evaluation form
Methodology of data collection	On-site verification, project records
Responsibility for data collection	TSED, NBTE
Indicator	4. Number of supported TCs with reporting and referral mechanisms for GBV affected youth
Definition/description	Indicator counts number of TCs that have developed policies to deal with GBV accepted by the NPSC and the World Bank.
Frequency	Annual from Year 2 onwards
Data Source	Records of Technical College
Methodology of data collection	Administrative data / project data
Responsibility for data collection	TSED/NBTE
Indicator	5. Number of MCPs supported by the project certified as assessors (disaggregated by gender)
Definition/description	Indicator counts the cumulated number of MCP that have undergone NSQF-compliant assessor training and have subsequently been certified by NBTE as assessor under the NSQF. Data must be disaggregated by gender.
Frequency	Annual from Year 3
Data Source	NSQF assessor database.
Methodology of data collection	Administrative (NSQF database) and project data
Responsibility for data collection	NBTE
Indicator	6. Percentage of youth supported by the project completing informal apprenticeship training with foundational (literacy and maths) skills
Definition/description	The indicator captures the percentage of all youth in project-supported clusters having completed apprenticeship training with a MCP that demonstrate basic foundational skills according to a standard literacy and numeracy assessment. Completion of apprenticeship training is defined as having been undergoing the relevant NSQF-based trade assessment irrespective of whether the candidate passed or failed. Literacy refers to the ability to read and write information necessary for the beneficiary's job role, while numeracy refers to the ability of the candidate to apply arithmetic and mathematical skills required for his job role. The indicator measures foundational skills of those youth that completed in the year of measurement.
Frequency	Years 3 onwards

Data Source	Results of foundational skills assessments
Methodology of data collection	Assessments administered by NBTE either as part of the NSQF trade assessment, or separately
Responsibility for data collection	NBTE
Indicator	7. Evaluation conducted on the impact of the enhancement of informal apprenticeship and foundational skills training on labour market outcomes and business development according to agreed work plan
Definition/description	The indicator captures whether defined steps of the impact evaluation plan related to the informal apprenticeship and foundational skills training interventions are successfully completed at the planned point in time. The impact evaluation plan will be drawn up and approved during the first year of project implementation.
Frequency	According to Work Plan agreed in Year 1
Data Source	Reports (interim, draft and final)
Methodology of data collection	Project records, reports must be accepted by World Bank
Responsibility for data collection	NBTE
Indicator	8. Strategic framework for human resources development in skills development endorsed by NPSC
Definition/description	Indicator is met when the NPSC has endorsed the strategic framework. The framework must at least address the issues: (i) estimates of future demand for technical teachers and instructors in Nigeria considering current vacancies, expected retirements and skills development growth prospects; (ii) work conditions and career path for technical teachers and instructors; (iii) entry requirements into the technical teachers and instructors profession; (iv) deployment policies at federal and state-levels; (v) pre-service training needs analysis and development strategies; (vi) in-service training needs analysis and delivery strategies; (vii) development of a continuous professional development (CPD) system for technical teachers and instructors.
Frequency	Year 2
Data Source	Endorsed Strategic Framework
Methodology of data collection	Published document (FME webpage)
Responsibility for data collection	TSED
Indicator	9. Number of technical teachers and instructors that participated in supported skills upgrading programs
Definition/description	The indicator counts the technical teachers and instructors that have participated in in-service skills upgrading programs that are developed and/or implemented with funding from the project. Technical teachers and instructors to be counted can be employed in any public or private Technical College, whether accredited or not accredited, or any other registered skills acquisition centre in Nigeria. Programmes to be attended can be resident or distance-education/online programs, but TTIs must have completed the program to be counted. In case, a teacher or instructor has attended and completed more than one program, he or she will only be counted once.

Frequency	Annual from Year 3
Data Source	Attendance lists of skills upgrading programs
Methodology of data collection	Administrative data (project records)
Responsibility for data collection	TSED
Indicator	10. Assessment of technical teachers' performance developed and implemented
Definition/description	The indicator is achieved, if (a) an assessment instrument for the performance of technical teachers and instructors has been developed and piloted in accordance with international best practice, and (b) on the basis of the new assessment instruments two assessments have been conducted. Assessments must cover technical teachers/instructors in TCs from all geo-political zones.
Frequency	Year 2 (assessment tool developed); Years 3 and 5 (assessments conducted)
Data Source	Published Assessment Instrument; assessment reports
Methodology of data collection	Project data
Responsibility for data collection	TSED, in collaboration with NBTE
Indicator	11. Number of technical teachers and instructors training courses in pre-and in-service programs that are enriched with technology-enabled teaching and learning instruments
Definition/description	Indicator refers to pre- and in-service training courses for TTIs that have been newly developed and enriched with technology-enabled teaching and learning resources (e.g. e-learning, video, audio, computer-based multi-media, computer-based assessment, etc.). Courses or programs eligible to be counted may lead to a full qualification, represent a module towards a full qualification or be a stand-alone course. They can be related to technical or methodological/pedagogical skills upgrading. To be counted, a course must have been implemented, or started to be implemented, and attended by at least 20 TTIs.
Frequency	Annual from Year 2
Data Source	Course curricula and related teaching and learning resources provided by the training provider; attendance lists of courses delivered
Methodology of data collection	Project data
Responsibility for data collection	TSED
Indicator	12. Number of Sector Skills Council operational
Definition/description	The indicator is measured by the cumulated number of formally inaugurated Sector Skills Councils (SSCs) that have an approved work plan and must have convened at least twice. Mandate and membership of the SSCs must be in line with the relevant regulations set by the NBTE.
Frequency	Annual
Data Source	Inauguration document, minutes of meetings, workplans

Methodology of data collection	Administrative data (NBTE register)
Responsibility for data collection	NBTE
Indicator	13. Number of improved and NSQF-recognised TC curricula that reflect digital skills needs in the labour market
Definition/description	The indicator measures the number of curricula, based on NSQF-aligned National Occupational Standards, that have any of the following characteristics: (a) represent skills needed to qualify for a specific ICT occupation; (b) is related to a traditional trade or occupational specialization but includes specific modules on digital competences required in that specific trade; (c) is related to a traditional trade or occupational specialization but includes specific modules that increases the overall digital literacy of students.
Frequency	From Year 2 onwards annually
Data Source	List of accredited NOS and curricula
Methodology of data collection	Administrative data (NSQF)
Responsibility for data collection	NBTE
Indicator	14. Number of technical teachers and instructors in TVET institutions and skills acquisition centers certified as assessors of verifiers
Definition/description	Indicator counts the cumulated number of TTIs from any public or private TC, IEI, VEI or tertiary TVET institution, and from any accredited or registered public or private skills acquisition centre that have been certified as assessors under the NSQF.
Frequency	From Year 2 onwards annually
Data Source	NSQF database
Methodology of data collection	Administrative data (NSQF register)
Responsibility for data collection	NBTE
Indicator	15. Annual Nigeria Skills Development Reports published (includes results from biennial tracer studies)
Definition/description	Indicator is achieved when NBTE has compiled and published an annual skills report for Nigeria, that at least includes the following information: (i) Management data (enrolment, completers, programs delivered, teaching staff, etc) of accredited TCs, tertiary TVET institutions and other skills acquisition centers for which information is available; (ii) activities of the Government of Nigeria to strengthen skills development; (iii) plans and strategies developed during the reporting period for the further development of skills development in Nigeria; (iv) findings from relevant research and evaluations; (v) progress in the implementation of the NSQF (NOS, curricula, assessors accredited, certification, operations of SSCs); any other information relevant to inform the interested public (government, private sector, academia, general public) about the recent performance of the Nigerian skills system and keep it abreast with future developments. Furthermore, the reports need to include results from representative sample tracer studies.
Frequency	Years 3 and 5
Data Source	Reports

Methodology of data collection	NBTE webpage
Responsibility for data collection	NBTE
Indicator	16. Number of tracer studies conducted
Definition/description	Indicator is achieved if two tracer studies have been conducted of TVET graduates and completers. As a minimum, the tracer studies have to include a representative sample of TC graduates and completers of supported informal apprenticeship training, but preferably the tracer studies should cover a larger part of the TVET completers universe. The methodology for the tracer studies must have been approved by the World Bank and should be based on technology-enabled instruments (e.g. SMS-based) for increased effectiveness, efficiency and sustainability. To be counted against the target, the results of the tracer studies must have been made publicly available.
Frequency	Years 2 and 4
Data Source	Tracer study reports
Methodology of data collection	Tracer studies (sample surveys)
Responsibility for data collection	NBTE

Annex 7-2

Monitoring and Evaluation Officer

The Innovation Development and Effectiveness in Acquisition of Skills (IDEAS) Project under the leadership of the National Project Co-ordinator and in collaboration with the project team, the Monitoring and Evaluation Officers roles are to develop, coordinate and implement effective monitoring and evaluation systems.

Tasks and Responsibilities

1. Responsible for planning and implementation of field and desk review of project working implementation
2. Enhance and conduct baseline formative research, develop indicators and work with staff to create media/communication objectives.
3. Liaising with sub-project grantees
4. Taking responsibility for tracking and reporting on project log frame indicators
5. Ensuring that all projects are completed and submitted on schedule
6. Preparing and presents project status report at project meetings
7. Facilitating regular collection and analysis of assessment data for project planning, implementation and review.
8. Coordinate day-to-day research, design, monitoring and evaluation activities of the project.
9. Design and carry out various data collection methodologies to gather critical information that monitor and evaluate the project's progress against targeted outcomes and impact.
10. Prepare a yearly work plan for the Monitoring and Evaluation of components (1-4) of the project.
11. Taking responsibility for proposing the use of specialists as needed on monitoring and evaluation component of the project
12. Taking responsibility for preparing regular progress report on monitoring and Impact assessment against yearly work programme
13. Lead training of the project's M&E methodologies and tools for staff and partners
14. Facilitating intensive end-of-period review to assess overall impact of the project on intended and unintended beneficiaries through Implementation Completion Report (ICR), special impact studies, welfare indicator, etc
15. Carry out any other duties that may be assigned by the IDEAS Co-ordinator.
16. Conducting periodic visits to sub-project beneficiaries to monitor progress.

Annex 8

INTERNAL AUDIT PROGRAMME

PROJECT: Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS)

1.1 Financial Control System

All transactions related to the project must be supported by appropriate document which provides objective and verifiable data.

The process of recording/Book keeping of all supporting documents, will serve as the legal basis of all transaction related to the Project.

1.2 Internal Control

Internal control rules that apply to the government authorities and all procedures provided in Project Implementation Manual (PIM) are applied in course of Project implementation.

The Internal Control should ensure that all financial records are reliable, verifiable and complete.

All procurements are fully documented and the equipment used in the project are fully secured.

1.3 Internal Audit

Internal Audit, being a function to the management, is an independent appraisal on the internal control of an entity to effectively and efficiently achieve its objective.

- In order to achieve the objective of financial prudence in the economic use of resources to attain the desired goals in Innovation Development and effectiveness in the Acquisition of Skills (IDEAS) Project, the following Audit is to be adapted.

Programme

Audit Type	Control objective	Check List
-Financial and Compliance Audit.	<ul style="list-style-type: none">- To provide certain degree of assurance that all project activities have been in accordance with applicable Financial Regulation/Standards, Agreed Term of Reference and relevant financial operational guidelines for the Project.- All disbursement made are in accordance with:<ul style="list-style-type: none">- Approved Budget- Project concept	<ul style="list-style-type: none">- Budgeted Project Expenditure.- Project schedule of activities.- Special Bank Account (if any) details.- Schedule of relevant Consultant Fees.- Schedule of WB rates of allowances payable.- And any other financial document related to the project.

<p>-Operational Audit</p> <ul style="list-style-type: none"> - VFM - Pre- payment - Post- payment - Procurement 	<p>-To ensure that: the economic use of resources and the value for which fund were provided, is obtained.</p> <ul style="list-style-type: none"> - All expenditures are pre-audited before payment is made. - All expenditures are fully accounted. 	<ul style="list-style-type: none"> -Tender documents -Suppliers Invoice, quotation etc. -Schedule Estimates -Approval. -Certificate of honor etc. -Physical inspection of procurement.
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In achieving the above Internal Control the following activities are foreseen:

Activity	Control
Procurement Procedures	Rules for specific procurement method as contained in the Term of Reference (TOR) for consultants by project secretariats heads as appropriate.
Payment Process	All rules that are established for payments, approval etc as contained in Project TOR are complied.
Accounting Procedures	All applicable rules on recording and documentation which is the basis for all financial transactions are adhered as contained in the Project TOR.
Cash Flows	Rules establishing procedure and sequences for grant withdrawals/access and payments are duly applied as contained in the TOR.
Reporting	The Project Internal Auditor to provide periodic report on all financial transactions to the Project Manager and the Executive Secretary NBTE.

2.0 Internal Audit Requirement on Accounting Rules and Procedures

2.1 Books and Records

All transactions should be recorded in General Journal, which is the basis document for entry of accounting data, and which should contain account Number, transaction description, liabilities and amount of transaction.

2.2 Internal Auditing

Internal Auditing is based on the original documentation which is the base for book-keeping mechanism for documentation of calculation errors (i.e reversed calculation).

All inflows to the designated accounts are recorded in the General Ledger!

The following basis books will be maintained on the Project

- a. General Ledger
- b. Assets Register
- c. Approved Budgets

2.2a General Ledger: Contains statements needed for reporting and it should have at least the following information.

- i. Date of transaction
- ii. Transaction number
- iii. Transaction description
- iv. Documents number
- v. Account number
- vi. Amount

2.2b Assets Register: Contains all the data on the equipment procured for the Project without the application of the depreciation rates (where applicable) i.e at Book Value.

2.2c Approved Budget: Contains Journal with all data of all financial liabilities and claims related to the Project.

2.3 Accounting Tools

Project secretariats will use MS-Excel for recording the data and information related the Project in accordance with the Project implementation manual (PIM)

Each data entry should be supported with the relevant documentation which represents the accounting basis:

- a- Copies of designated US Dollar account statements of project secretariats
- b- Copies of designated Naira account Treasury Single Account TSA
- c- Contract with consultant/suppliers
- d- Approved reports on the work of the consultants/supplier invoices.
- e- Calculation of travel expenses related to the Project implementation/training
- f- And any other documents on the operational cost of the project

2.4 Payments

- a. Approval for payment to be determined
- b. Payment is condition with provision of "Certificate of Honor" for:
 - i. Project Manager
 - ii. Procurement officer
 - iii. Project accountant
 - iv. Project auditor

2.5 Account Signatories – to be identified

2.6 Conclusion

Internal control is to be implemented through the division of responsibilities among the Project Team and to ensure compliance specifically by the Project Internal Auditor to achieve the objectives of the Project.

Control of the Project implementation is additionally achieved with the occasional supervision by the World Bank (WB) mission team in Nigeria

Annex 9

Terms of Reference to engage a Social Safeguard/GBV specialist for the IDEAS project

Introduction

Development projects, depending on their scope, can exacerbate the existing risks of Sexual Exploitation and Abuse (SEA) or create new risks. Activities linked to development projects may compound the broader contextual risks present at community level. Project-related risks include the size and scale of a project, the scale of labor influx, the extent to which a community has capacity to absorb labor influx or requires separate camp facilities, and the geographic location of project activities (e.g., whether project activities occur in urban environments or in isolated rural areas where mechanisms for prevention and redress may be less available). Income in the hands of migrant workers can also create or worsen existing power imbalances between workers and members of the community, for women and children. Identifying and understanding project-related risk factors as they interact with contextual risk factors is critical for development of appropriate prevention measures in project design. The World Bank have just concluded a study which establishes a correlation between GBV and Disability. They are as follows:

- Women and girls with disabilities are at increased risk of violence, abuse, neglect, maltreatment and exploitation both because of their gender and their disabilities.
- Women with disabilities are at least twice as likely as women without disabilities to be victims of rape, sexual abuse and intimate partner violence.
- The relationship between disability and violence is reciprocal as disability enhances the risk of violence, while violence itself can lead to disabilities.
- As young girls with disabilities enter adolescence their risk of experiencing sexual violence increases.
- However, women with disabilities face difficulties in accessing GBV activities/servicers.

Following a portfolio-level Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) Risk Assessment of World Bank projects in Nigeria, specialized support is required by the CMU and project teams to provide guidance on the implementation of GBV/SEA prevention and response recommendations under individual projects, building on global best practice on addressing the risk of GBV/SEA.

As part of the project preparation process, IDEAS will conduct gender-based violence (GBV), including sexual exploitation and abuse (SEA) risk assessment which would identify measures for their mitigation. The project would provide funds to support such mitigation measures. In this regard, the PIU intend to procure the services of a Social Safeguard/GBV Specialist to

mitigate, manage GBV related and ensure effective consideration and management of social concerns in project activities.

Project Description

IDEAS aims to strengthen the labour market fit of the broader skills development space in Nigeria. It will help unlock essential drivers of quality and relevance by increasing involvement of industry and strengthening critical system functions. Tailoring interventions to the specific skills need and learning environments in the diverse labour markets the planned interventions address skills needed in the formal and informal sectors and increase female participation in skills programs. The project proposes to operate at both the federal level (NSQF, policy development, technical teachers and instructor training, improving federal TCs) and the state level (state TCs, improving informal apprenticeship training, strengthening state-level skills development management). Participating states will be selected based on clearly-defined criteria including economic characteristics, reform-mindedness of state government, ongoing and previous support to skills development, representation of regions, and others.

The project proposes to operate at both the federal level (NSQF, policy development, technical teachers and instructor training, improving federal TCs) and the state level (state TCs, improving informal apprenticeship training, strengthening state-level skills development management). Participating states will be selected based on clearly-defined criteria including economic characteristics, reform-mindedness of state government, ongoing and previous support to skills development, proportional representation of regions, and others.

Building on international expertise with e-learning adaptation in skills development, the project - cutting across components - will support the introduction and dissemination of technology-based solutions in teaching and learning, as well as in the management and monitoring of skills development. Technology can be leveraged for scaling-up training supply, enhancing access to quality training in remote areas and increasing cost-effectiveness of skills development delivery. Technology can be specifically instrumental to increase effectiveness and efficiency in teachers training and further training but will also improve teaching and learning in TCs and other TVET institutions and in informal apprenticeship training. By making use of the country's emerging ICT infrastructure—including the Nigerian research and education network (NgREN) - the project will facilitate the production of instructionally effective educational materials packages, create open platforms for standardized e-content to be used in teachers training and skills development, and deepen the use of blended learning for improved quality. A detailed feasibility analysis for the use of technology solutions in the Nigerian skills space is planned during project preparation.

Scope of work and key activities

The Social Safeguard/GBV specialist's scope of work are as follows:

1. Prepare TORs for the preparation of required social safeguards instruments;
2. Ensure site specific environmental and social impact assessment reports are prepared, consulted upon and disclosed in country and on the World Bank info-shop;
3. Prepare internal social guidelines for the preparation, implementation, monitoring and reporting of social documents required by various safeguards instruments;
4. Review RAP/ESMP/ESIAs and other social safeguards documents prepared by consultants to ensure compliance with relevant safeguards policies of the Government of Nigeria and the World Bank;
5. Provide recommendations to the PMU and MDAs accordingly and make necessary changes prior to submission of relevant safeguard instruments to the World Bank – ensure consistency in the level of proficiency and presentation of the documentation;
6. Undertake field visits to ascertain if sub-projects are implemented in a socially sustainable manner;
7. Ensure that social management clauses are inserted into bidding/binding contract documents to ensure compliance;
8. Develop an action plan to put in place for SEA prevention and response as well as measures to strengthen the operations/sectors overall ability to manage SEA (and to replicate successful GBV/SEA prevention and response measures).
9. Assess the need for a set of additional consultations with women to understand potential risks and the best ways to make project benefits accessible to women.
10. Support the development or adaptation of Codes of Conduct (CoC)/training modules for workers based on best practice, as well as an implementation plan/ToRs for staff at the level of contractor or appropriate project secretariat to oversee SEA/GBV prevention or response. Support the PIU in rolling out the CoC, including training PIUs or workers as needed, and document the process of implementation including challenges and lessons learned.
11. Develop a Grievance Redress Mechanism (GRM) based on best practices to effectively collect information on instances of GBV/SEA in coordination with the project PIU. Support the PIU in rolling out the GRM, including training PIUs or workers as needed, and document the process of implementation including challenges and lessons learned.
12. Support the development and costing of a protocol to respond to cases of GBV reported through the GRM as part of the overall project framework. Assess the feasibility of other response options, such as mobile response teams or contracting with a GBV specialist service provider.
13. Provide recommendations and support for training of PIU staff and contractor staff on GBV, on developing ToRs for a GBV expert to be hired by the PIU (if relevant) and on promoting the inclusion of women and girls in the project.
14. Provide recommendations on integrating a gender lens into any ongoing impact evaluations or project-related research (If relevant), and to gather lessons learned in cases where project activities are already finished and can no longer be retrofitted.
15. Ensure that the Stakeholders Engagement Plan includes provisions or a communication strategy to inform potential risks and impacts on local communities related to GBV and the existing mitigation measures

Project-specific activities

16. Assess feasibility, mechanism and costing for integrating a GBV prevention intervention in schools focusing on changing social norms using a whole of community approach
17. GBV Training for Teachers – assess feasibility, mechanism and costing

Scope of work and methodology

Desk review and analysis of relevant project documents

- **Project documents** i.e. safeguards instruments, operations manuals and Aide Memoires of Implementation Support Missions (ISM)
 - o **Systems put in place by the relevant operations** - This will include Incident Reporting Procedures; Terms of Reference or existing Codes of Conduct for Contractors, Supervising Engineer and Social monitoring reports by contractors, GRM manual and reports as well as fact finding reports on most any previous allegations of SEA. This could include examining processes for implementing and monitoring COCs, collecting and analyzing information on actual/potential risk factors for vulnerability to sexual exploitation and abuse and elaborating measures to address them.
 - o **Analyze the systems currently in place** against the four-pillar framework on Protection from Sexual Exploitation and Abuse (PSEA) on developed in 2008 by the UN/NGO PSEA Task Force.
 - o **Best practices for accountability measures**, including CoCs, GRMs and GBV/SEA risk mitigation and prevention measures relevant to the project.

Reporting Requirements

The Social Safeguard/GBV specialist will operate within the PIU and will be working in collaboration with the Federal Ministry of Women Affairs and Social Development (FMWSD) and others at the Federal and the state levels.

Qualification, Skills, Knowledge and Competencies:

- Advanced University degree in in Sociology, Anthropology, or any other Social Sciences,
community health, gender, development studies;
- Expertise in one of key Social Development themes, including civil society, citizens' empowerment, social accountability and governance, social capital, social inclusion – both in terms of carrying out analytical work and identifying operational applications in these areas.

- Experience in carrying out stakeholder consultations and organizing social safeguards training workshops/seminars
- At least 5 years of increasingly responsible relevant professional experience, including experience in program management, including large multi-sectorial projects, designing and appraising proposals and actively liaising with relevant and potential project partners;
- Experience working with communities to increase awareness about GBV and sensitizing/engaging community leaders to work with CSOs and advocate for GBV services and implementation of GBV laws and policies
- Fluency in English is required. Working knowledge of local language is desirable;
- Excellent interpersonal, problem-solving, diplomacy and team skills, and the ability to work with a range of stakeholders to effectively negotiate and build consensus to achieve constructive outputs;
- Demonstrated experience with complaints handling, mediation or conflict resolution;
- Highest personal integrity and ethical standards, with demonstrated ability to handle confidential matters in a discreet and respectful manner.
- Experience in carrying out stakeholder consultations and organizing social safeguards training workshops/seminars.
- Knowledge of the FGN programs/procedures and World Bank Safeguards Policies will be an added advantage.

Annex 10

Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020

With the outbreak and spread of COVID-19, people have been advised, or may be mandated by national or local law, to exercise social distancing, and specifically to avoid public gatherings to prevent and reduce the risk of the virus transmission. Countries have taken various restrictive measures, some imposing strict restrictions on public gatherings, meetings and people's movement, and others advising against public group events. At the same time, the general public has become increasingly aware and concerned about the risks of transmission, particularly through social interactions at large gatherings.

These restrictions have implications for World Bank-supported operations. In particular, they will affect Bank requirements for public consultation and stakeholder engagement in projects, both under implementation and preparation. WHO has issued technical guidance in dealing with COVID-19, including: (i) Risk Communication and Community Engagement (RCCE) Action Plan Guidance Preparedness and Response; (ii) Risk Communication and Community engagement (RCCE) readiness and response; (iii) COVID-19 risk communication package for healthcare facilities; (iv) Getting your workplace ready for COVID-19; and (v) a guide to preventing and addressing social stigma associated with COVID-19. All these documents are available on the WHO website through the following link: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>.

This Note offers suggestions to World Bank task teams for advising counterpart agencies on managing public consultation and stakeholder engagement in their projects, with the recognition that the situation is developing rapidly and careful regard needs to be given to national requirements and any updated guidance issued by WHO. It is important that the alternative ways of managing consultation and stakeholder engagement discussed with clients are in accordance with the local applicable laws and policies, especially those related to media and communication. The suggestions set out below are subject to confirmation that they are in accordance with existing laws and regulations applying to the project.

Investment projects under implementation. All projects under implementation are likely to have public consultation and stakeholder engagement activities planned and committed as part of project design. These activities may be described in different project documents, and will involve a variety of stakeholders. Commonly planned avenues of such engagement are public hearings, community meetings, focus group discussions, field surveys and individual interviews. With growing concern about the risk of virus spread, there is an urgent need to adjust the approach and methodology for continuing stakeholder consultation and engagement. Taking into account the importance of confirming compliance with national law requirements, below are some suggestions for task teams' consideration while advising their clients:

Task teams will need to review their project, jointly with the PMUs, and should:

- Identify and review planned activities under the project requiring stakeholder engagement and public consultations.

- Assess the level of proposed direct engagement with stakeholders, including location and size of proposed gatherings, frequency of engagement, categories of stakeholders (international, national, local) etc.

- Assess the level of risks of the virus transmission for these engagements, and how restrictions that are in effect in the country / project area would affect these engagements.

- Identify project activities for which consultation/engagement is critical and cannot be postponed without having significant impact on project timelines. For example, selection of resettlement options by affected people during project implementation. Reflecting the specific activity, consider viable means of achieving the necessary input from stakeholders (see further below).

- Assess the level of ICT penetration among key stakeholder groups, to identify the type of communication channels that can be effectively used in the project context.

Based on the above, task teams should discuss and agree with PMUs the specific channels of communication that should be used while conducting stakeholder consultation and engagement activities. The following are some considerations while selecting channels of communication, in light of the current COVID-19 situation:

- Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings;
- If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings. If not permitted, make all reasonable efforts to conduct meetings through online channels, including webex, zoom and skype;
- Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders;
- Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) when stakeholders do not have access to online channels or do not use them frequently. Traditional channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;
- Where direct engagement with project affected people or beneficiaries is necessary, such as would be the case for Resettlement Action Plans or Indigenous Peoples Plans preparation and implementation, identify channels for direct communication with each affected household via a context specific combination of email messages, mail, online platforms, dedicated phone lines with knowledgeable operators;
- Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders;
- An appropriate approach to conducting stakeholder engagement can be developed in most contexts and situations. However, in situations where none of the above means of communication are considered adequate for required consultations with stakeholders, the team should discuss with the PMU whether the project activity can be rescheduled to a later time, when meaningful stakeholder engagement is possible. Where it is not possible to postpone the activity (such as in the case of ongoing resettlement) or where the postponement is likely to be for more than a few weeks, the task team should consult with the OESRC to obtain advice and guidance.

Investment projects under preparation. Where projects are under preparation and stakeholder engagement is about to commence or is ongoing, such as in the project E&S planning process, stakeholder consultation and engagement activities should not be deferred, but rather designed to be fit for purpose to ensure effective and meaningful consultations to meet project and stakeholder needs. Some suggestions for advising clients on stakeholder engagement in such situations are given below. These suggestions are subject to the coronavirus situation in country, and restrictions put in place by governments. The task team and the PMU should:

- Review the country COVID-19 spread situation in the project area, and the restrictions put in place by the government to contain virus spread;
- Review the draft Stakeholder Engagement Plan (SEP, if it exists) or other agreed stakeholder engagement arrangements, particularly the approach, methods and forms of engagement proposed, and assess the associated potential risks of virus transmission in conducting various engagement activities;
- Be sure that all task team and PIU members articulate and express their understandings on social behaviour and good hygiene practices, and that any stakeholder engagement events be preceded with the procedure of articulating such hygienic practices.
- Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings, and minimize direct interaction between project agencies and beneficiaries / affected people;
- If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings. If not permitted, make all reasonable efforts to conduct meetings through online channels, including webex, zoom and skype meetings;
- Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders;
- Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, public announcements and mail) when stakeholders do not have access to online channels or do not use them frequently. Such channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;

- Employ online communication tools to design virtual workshops in situations where large meetings and workshops are essential, given the preparatory stage of the project. Webex, Skype, and in low ICT capacity situations, audio meetings, can be effective tools to design virtual workshops. The format of such workshops could include the following steps:

- o *Virtual registration of participants*: Participants can register online through a dedicated platform.

- o *Distribution of workshop materials to participants, including agenda, project documents, presentations, questionnaires and discussion topics*: These can be distributed online to participants.

- o *Review of distributed information materials*: Participants are given a scheduled duration for this, prior to scheduling a discussion on the information provided.

- o *Discussion, feedback collection and sharing*: Participants can be organized and assigned to different topic groups, teams or virtual “tables” provided they agree to this.

- Group, team and table discussions can be organized through social media means, such as webex, skype or zoom, or through written feedback in the form of an electronic questionnaire or feedback forms that can be emailed back.

- o *Conclusion and summary*: The chair of the workshop will summarize the virtual workshop discussion, formulate conclusions and share electronically with all participants.

- In situations where online interaction is challenging, information can be disseminated through digital platform (where available) like Facebook, Twitter, WhatsApp groups, Project weblinks/ websites, and traditional means of communications (TV, newspaper, radio, phone calls and mails with clear description of mechanisms for providing feedback via mail and / or dedicated telephone lines. All channels of communication need to clearly specify how stakeholders can provide their feedback and suggestions.

- *Engagement with direct stakeholders for household surveys*: There may be planning activities that require direct stakeholder engagement, particularly in the field. One example is resettlement planning where surveys need to be conducted to ascertain socioeconomic status of affected people, take inventory of their affected assets, and facilitate discussions related to relocation and livelihood planning. Such survey activities require active participation of local stakeholders, particularly the potentially adversely affected communities. However, there may be situations involving indigenous communities, or other communities that may not have access to the digital platforms or means of communication, teams should develop specially tailored stakeholder engagement approaches that will be appropriate in the specific setting. The teams should reach out to the regional PMs for ENB and Social Development or to the ESSA for the respective region, in case they need additional support to develop such tailored approaches.

- In situations where it is determined that meaningful consultations that are critical to the conduct of a specific project activity cannot be conducted in spite of all reasonable efforts on the part of the client supported by the Bank, the task team should discuss with the client whether the proposed project activities can be postponed by a few weeks in view of the virus spread risks. This would depend on the COVID-19 situation in the country, and the government policy requirements to contain the virus spread. Where it is not possible to postpone the activity (such as in the case of on-going resettlement) or where the postponement is likely to be for more than a few weeks, the task team should consult with the OESRC to obtain advice and guidance.