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Report No:

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL GRANT

IN THE AMOUNT OF US\$3 MILLION

FROM

THE GLOBAL PARTNERSHIP FOR EDUCATION

TO

THE KINGDOM OF BHUTAN

FOR A

BHUTAN HUMAN CAPITAL RECOVERY AND RESILIENCE PROGRAM (HCRRP) -
ADDITIONAL FINANCING

June 26, 2023

Education Global Practice
South Asia Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective May 31, 2023)

Currency Unit = Bhutanese
Ngultrum

82.7 Bhutanese
Ngultrum = US\$1

FISCAL YEAR

July 1 - June 30

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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
DLIs	Disbursement Linked Indicators
DLRs	Disbursement Linked Results
DMFDF	Department of Macro-Fiscal and Development Finance
ECCD	Early Child Care and Development
ePEMS	electronic Public Expenditure Management System
ESSA	Environmental and Social System Assessment
FSA	Fiduciary System Assessment
FYP	Five-Year Plan
GA	Grant Agent
GPE MF	Global Partnership for Education Multiplier Fund
GRS	Grievance Redress Service
HCRRP	Human Capital Recovery and Resilience Program
ICT	Information and Communication Technologies
IDA	International Development Association
IGN	Implementation Guidance Note
IPF	Investment Project Financing
IUFR	Interim Unaudited Financial Report
IVA	Independent Verification Agency
LEG	Local Education Group
LMP	Labor Management Procedure
M&E	Monitoring and Evaluation
MoESD	Ministry of Education and Skills Development
MoEA	Ministry of Economic Affairs
MoICE	Ministry of Industry, Commerce and Employment
MoLHR	Ministry of Labor and Human Resources
NKRAs	National Key Results Areas
PDO	Project Development Objective
PforR	Program for Results
RGoB	Royal Government of Bhutan
RVP	Regional Vice President
SEN	Special Educational Needs
SEP	Stakeholder Engagement Plan
SDP	Skills Development Plan
STEP	Systematic Tracking of Exchanges in Procurement
TTI	Technical Training Institute
TVET	Technical Vocational Education and Training
WASH	Water, Sanitation and Hygiene



BASIC INFORMATION – PARENT (Bhutan Human Capital Recovery and Resilience Project - P174399)

Country Bhutan	Product Line IBRD/IDA	Team Leader(s) Jumana Jamal Subhi Alaref	
Project ID P174399	Financing Instrument Program-for-Results Financing	Does this operation have an IPF component? No	Practice Area (Lead) Social Protection & Jobs

Implementing Agency: Ministry of Education and Skills Development, Ministry of Industry, Commerce, and Employment

Is this a regionally tagged project? No	Bank/IFC Collaboration No		
Original Approval Date 03-Feb-2022	Effectiveness Date 30-Mar-2022	Closing Date 31-Jan-2025	
Environmental and Social Risk Classification (ESRC)			

Program Development Objective(s)

Support building, protecting, and utilizing human capital in Bhutan

Ratings (from Parent ISR)

	Implementation
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	03-Jun-2022	19-Dec-2022
Progress towards achievement of PDO	MS	MS
Overall Implementation Progress (IP)	MS	MS
Overall Risk	M	M
Technical	S	S
Fiduciary Systems	S	S
E&S Systems	S	S
Disbursement Linked Indicators (DLI)	MS	MS
Monitoring and Evaluation	S	S

BASIC INFORMATION – ADDITIONAL FINANCING (Bhutan HCRRP Additional Financing - P179184)

Project ID	Project Name	Additional Financing Type	
P179184	Bhutan HCRRP Additional Financing	Restructuring, Scale Up	
Financing instrument	Product line	Approval Date	Will there be additional financing for the IPF component?
Program-for-Results Financing	Recipient Executed Activities	30-Jun-2023	Yes
Projected Date of Full Disbursement	Bank/IFC Collaboration		
31-Jan-2025	No		

Is this a regionally tagged project?

No

Disbursement Summary (from Parent ISR)



Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed	
IBRD					%
IDA	20.00	4.73	14.35		25 %
Grants					%

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Bhutan HCRRP Additional Financing - P179184)**FINANCING DATA (US\$, Millions)****SUMMARY (Total Financing)**

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	54.90	0	54.90
Total Operation Cost	43.01	0	43.01
Total Program Cost	43.01	0	43.01
IPF Component	0	0	0
Total Financing	43.01	100.00	143.01
Financing Gap	0	-100.00	-100.00

DETAILS – Additional Financing

Trust Funds	3.00
Global Partnership for Education Fund	3.00

Policy

Does the program depart from the CPF in content or in other significant respects?

No

Does the Program require any waivers from Bank policies?

No



Legal Operational Policies

Triggered

Projects on International Waterways OP 7.50

Projects in Disputed Areas OP 7.60

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Not Currently Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Not Currently Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

INSTITUTIONAL DATA

Practice Area (Lead)

Education



Contributing Practice Areas

Gender

TASK TEAM

Bank Staff

Name	Role	Specialization	Unit
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Vidya Venugopal	Team Member		LEGAS

Extended Team

Name	Title	Organization	Location
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Bhutan HCRRP Additional Financing

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I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

1. The Royal Government of Bhutan (RGoB), through its 12th Five Year Plan (FYP) 2018-2023, intends to improve the quality and equity dimensions of building, protecting, and utilizing human resources, with a clear focus on the lifecycle approach, starting with Early Childhood Care and Development (ECCD) and basic education. The ambitious goals set under the FYP require additional financial and technical support both from development partners and the government.
2. The RGoB requested International Development Association (IDA) assistance to finance the Human Capital Recovery and Resilience Program for Results (HCRRP/Program; P174399) with a credit in the amount of SDR 14.3 million (US\$20 million equivalent). HCRRP, a three-year operation that uses the Program for Results (PforR) instrument, aims to strengthen implementation of select activities that fall primarily under the FYP's National Key Results Areas (NKRA) 7 and 11 on "Improving Quality of Education and Skills" and "Productive and Gainful Employment," respectively. HCRRP was approved by the World Bank on February 3, 2022, signed on March 7, 2022, and became effective on March 30, 2022.
3. The Program Development Objective (PDO) of the HCRRP is to support building, protecting, and utilizing human capital in Bhutan. This is a multisectoral Program and consists of support for the education, skills and employment results areas. The education part of the Program supports: (a) expanding access and professionalization of Early Child Care and Development (ECCD), (b) improving the quality and expansion of ECCD services, and (c) digitalizing education for improved student outcomes by improving the use of Information, Communication, Technologies (ICT) in education. The Program disburses through four Disbursement Linked Indicators (DLIs) distributed across the three results areas. To-date the Program has disbursed US\$4.7 million against the achievement of results linked to DLIs 5 and 8 and US\$3 million against the achievement of results linked to DLI 3.
4. Initially, the RGoB planned to draw on the Global Partnership for Education Multiplier Fund (GPE MF) to provide additional funding to the Program. However, the signing of HCRRP took place before the GPE MF application could be processed and approved. The proposed Additional Financing (AF) would add funds from the GPE MF to the overall Program financing of HCRRP. The proposed AF complements the HCRRP by scaling up the existing DLIs and introducing a new DLI within the broader government program to accelerate the achievement of National Key Results Area (NKRA) 7 'Improving Quality of Education and Skills'. The proposed grant would also add an IPF component to support Program management and strengthen implementation capacity.

II. INTRODUCTION

5. This Program Paper seeks the approval of the Regional Vice President (RVP) to provide a grant in the amount of US\$3 million through the GPE for the Bhutan HCRRP Additional Financing (P179184), in addition to restructuring the parent Program.¹ The World Bank's role as the Grant Agent (GA) has been endorsed by the RGoB and the Local Education Group (LEG). The parent Program does not include Technical Assistance (TA) and therefore this AF will provide additional resources required to support its successful implementation and ensure achievement of the expected results and PDOs through an Investment Project Financing (IPF) component.

¹ The MoESD submitted an Expression of Interest to GPE, which was approved on February 18, 2022, in the amount US\$3.3 million, of which \$3 million is proposed to be Recipient-executed and processed as AF to the HCRRP.

III. PROPOSED CHANGES

6. The proposed AF maintains the Program’s PDO but introduces changes to the two results areas under the education part of the HCRRP and adds one new results area to improve access to safe water and sanitation facilities in selected schools. The AF will also finance a new IPF component, to strengthen capacity for Program implementation and improve Monitoring and Evaluation (M&E). Additionally, this Project Paper seeks RVP approval to restructure the parent Project to: (a) revise Disbursement Linked Indicators (DLRs) 2 and 3 and add a new Disbursement Linked Indicator (DLI); (b) change the implementation agencies; (c) revise legal covenant related to civil works; (d) add a new budget code to Program expenditures; and (f) revise the Results Framework (RF), including adding one outcome indicator.

A. Revised Disbursed Linked Results (DLRs) and New DLI

Table1: Original and Revised Relevant DLRs

DLI	Year	Original DLR	Revised DLR
DLI 2: Expansion of ECCD in targeted population	3	ECCD program expanded in rural areas, deprived and poor communities as measured by a 6 percent increase over the baseline.	ECCD program expanded in rural areas, deprived and poor communities as measured by a 9 percent increase over the baseline.
DLI 3: ICT in education for learning recovery and improved access	3	Reduction in the digital divide in rural areas by ensuring an increase by 20 percent over baseline in schools having access to remote learning facilities through improved access for schools to digital learning	Reduction in the digital divide in rural areas (i) by ensuring an increase by 20 percent over baseline in schools having access to remote learning facilities through improved access for schools to digital learning (under HCRRP), (ii) by ensuring an increase by 40 rural schools which will be equipped with local connectivity
(Newly added) DLI 10: Improving safe water and sanitation facilities for Special Education Needs school as well as public primary and secondary school children	3	n/a	Equip (i) 20 public Special Education Needs schools with inclusive WASH facilities; (ii) 40 public primary and secondary schools with proper WASH facilities

Expanded access and professionalization of ECCD

7. The HCRRP aims to support the Recipient in expanding and providing equitable access to quality ECCD through (i) the development of a national ECCD plan and provision of quality ECCD service amongst urban poor and in rural low populated areas; and (ii) building the capacity of ECCD facilitators, expanding access for the underserved populations, and strengthening the quality assurance system. ECCD expansion is fully aligned with the activities under



the parent Program, including: upskilling of ECCD facilitators by improving the current training to focus on age-appropriate pedagogy and to be more inclusive and climate sensitive; training of monitors and MoESD program managers to support the effective planning, coordination, and monitoring of ECCD services; providing teaching and learning materials; and conducting a longitudinal impact evaluation and baseline data collection. These demand-side interventions will be aligned well with the supply-side interventions under the parent Program.

8. The proposed AF will support government’s efforts to expand ECCD access for the underserved populations as it rehabilitates and builds 60 ECCD centers, with water and sanitation facilities designed for 3–5-year-olds in selected rural and low populated areas. The government’s program will include converting existing community facilities or health centers (which are rarely used by the communities) into functional ECCD centers. The proposed AF will support these activities under the DLI 2 of HCRRP “Expansion of ECCD in targeted population.” The target of the existing DLR has been revised from 6 to 9 percent increase from baseline.

Digitization of education for improved student outcomes

9. To strengthen the equity, inclusiveness, and resilience of the Recipient’s education system through digitization of education under the parent Program, the HCRRP supports curriculum digitization in core subjects and leveraging ICT to reduce the digital divide in education. The Program also enhances digital pedagogy competency of teachers, developing/improving remote learning facilities and supporting initiatives to enhance climate awareness in schools, and expands internet coverage in administrative offices and schools. To complement these efforts of reducing the digital divide, the AF will support government’s effort to expand local connectivity to support remote learning in rural schools. The proposed AF will support these activities under revised DLI 3.

Improved access to safe water and sanitation facilities

10. Currently one-third of schools have no separate toilets for girls, one in every five schools lack functional toilets and water with soap for handwashing, and one-third of primary schools lack access to improved water sources. The student toilet ratio stands at 1:50 against the standard requirement of 1:25 for girls and 1:40 for boys. Furthermore, in many schools, water sources are drying up and unsafe. In addition, only one school of the total 28 Special Educational Needs (SEN) schools has WASH facilities designed for children with disabilities (CWDs). These elements are considered essential for providing a conducive environment for attendance and learning, particularly for girls. Also, menstrual hygiene management (MHM) for adolescent girls remains a key challenge. A recent needs assessment revealed that about 43 percent of adolescent schoolgirls reported missing school and other activities because of lack of MHM, which has a detrimental impact on their learning outcomes.

11. The proposed AF will support the government’s program of improving safe and sanitation facilities as it builds and refurbishes WASH infrastructure in targeted Special Education Needs (SEN) schools, as well as public primary and secondary schools in both rural and urban areas. These activities also strengthen school resilience against future pandemics. The proposed AF will support these activities under a new DLI 10.

B. IPF Component

Supporting the overall management and coordination of the Program (US\$0.5 million)

12. The proposed AF IPF Component will support project management and coordination including monitoring and

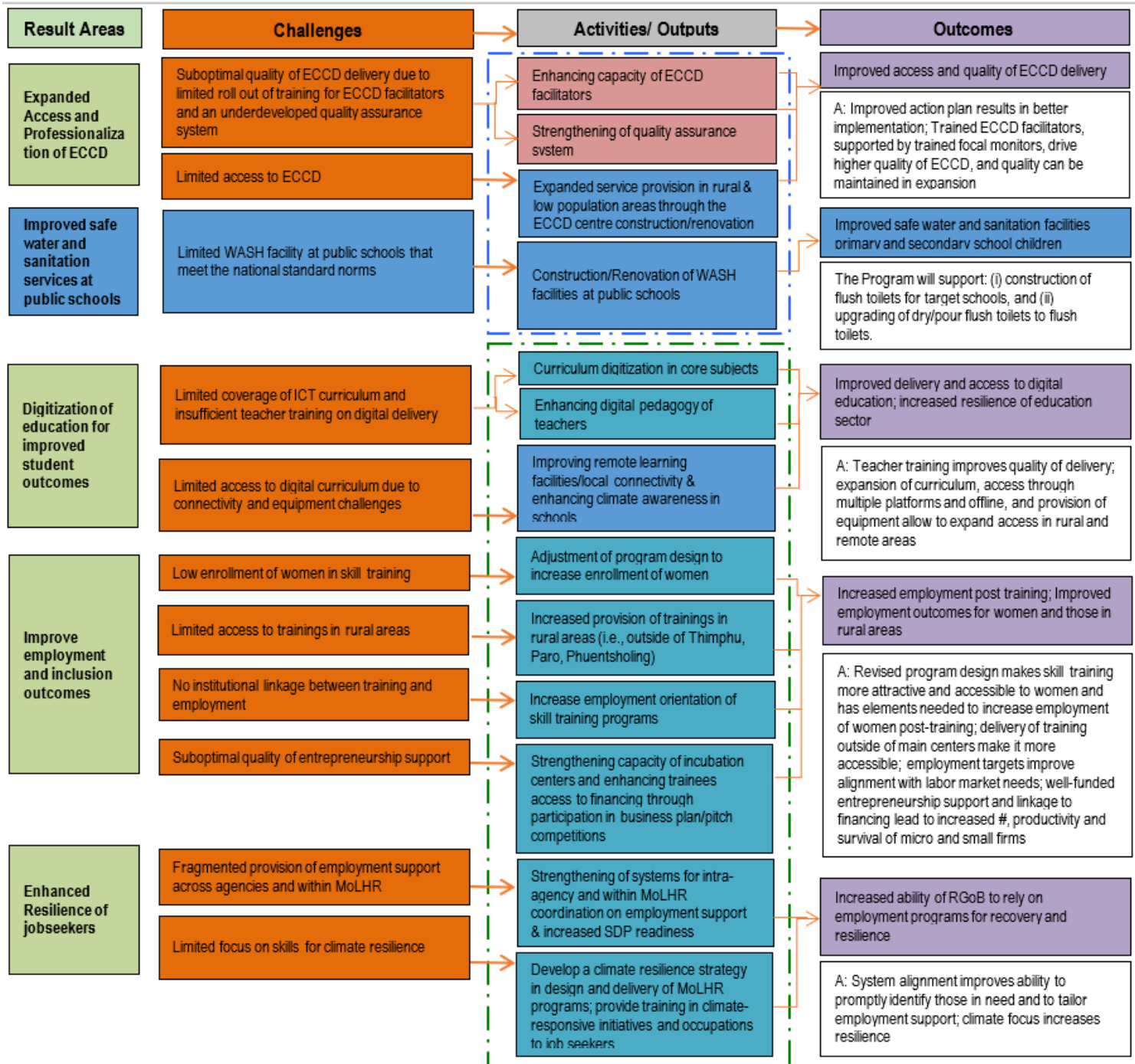


evaluation of Program progress. To ensure efficient program management, this component will support (i) hiring of Project Manager², Project Coordinator, Financial Manager, and WASH M&E specialist; (ii) conducting capacity building, training and workshops on project management, fiduciary, and M&E; and (iii) provision of relevant goods (office equipment for central and district levels) to improve the quality of service delivery.

C. Results-Chain (Blue boxes are added/revised by AF)

Figure 1: Results-Chain

² The Project Manager will be responsible for all program activities under HCRRP, including both Education and SPJ programs with MoESD and MoICE.



D. PDO/DLIs/Program Boundaries

13. As included in paragraph 6, the proposed AF maintains the Program’s PDO but introduces changes to the two

results areas under the education part of the HCRRP and adds one new results area to improve access to safe water and sanitation facilities in selected schools.

Table 2: Program Boundaries

Government program	Original PforR	US\$ million	With AF and Restructuring	US\$ million
NKRA 7	Improved child outcomes by strengthening and expanding ECCD services	4.0	Improved child outcomes by strengthening and expanding ECCD services	4.5 (HCRRP: 4.0 + AF: 0.5)
	Accelerated learning recovery and improved access for school-aged children through ICT in education	5.0	Accelerated learning recovery and improved access for school-aged children through ICT in education	5.5 (HCRRP: 5.0 + AF: 0.5)
	Strengthened resilience for climate change built through education system	1.0	No funds added by AF.	1.0
	n/a		Improved safe water and sanitation facilities for primary and secondary children	1.5 (AF: 1.5)
NKRA 7 and 11	Increased inclusive skills training to address rural/urban and gender disparities	1.0	No funds added by AF.	1.0
NKRA 11	Improved utilization of accumulated human capital through employment	5.5	No funds added by AF.	5.5
	Enhanced resilience of service delivery through program coordination in the area of employment support	2.5	No funds added by AF.	2.5
	Increased investments in human capital needed for climate resilience	1.0	No funds added by AF.	1.0
			IPF component to support implementation	0.5 (AF: 0.5)
Total US\$54.9		20		23

E. Proposed Restructuring

25. As mentioned in paragraph 6, the restructuring of HCRRP consists of the following changes:

- (a) **Change in implementing agencies.** Due to the December 2022 government restructuring, the implementing agencies of HCRRP will be changed to: Ministry of Education and Skills Development (MoESD) (previously Ministry of Education (MOE)) and Ministry of Industry, Commerce and Employment (MoICE) (previously under the responsibility of the Ministry of Labor and Human Resources (MOLHR)).



- (b) **Addition of legal covenant related to Civil Works.** As civil works will be an input required for the attainment of DLRs 2 and 10, a related covenant will be added to the Grant Agreement as follows: *while the original Program boundary/legal agreement specifically excluded civil works, owing to the requirements to support improvements of WASH facilities now proposed, the said exclusion shall be removed.*
- (c) **Addition of new budget code to program expenditures.** A budget code for 'Civil works' will be added to the program expenditure's budget codes under the HCRRP and GPE AF.
- (d) **Revisions in DLI 2, DLI 3 and addition of DLI 10.**
To reflect the activities to be financed by the Additional Financing; DLRs under DLI 2 and 3 will be revised and DLI 10 added (Table 1).
- (e) **Addition of outcome indicator for WASH program**
One PDO indicator will be added to measure the PDO achievement as follows:
percentage of public Special Education Needs schools with proper WASH facilities.
- (f) **Changes in the RF, including addition of outcome indicator**
To reflect the expected results of the additional activities and adjustments to the target values for existing indicators as below.
- Number of government-supported integrated ECCD centers and smaller ECCD centers by construction, upgrading, renovation, in the target areas (Number), increase from 120 to 180.

IV. APPRAISAL SUMMARY

A. Technical

26. The AF will support MoESD for the achievement of the expected results under National Key Results Area (NKRA) 7 on "Improving Quality of Education and Skills", which includes (i) improving ECCD access by constructing ECCD centers, (ii) strengthening digitization of curriculum by expanding the internet coverage to classrooms, and (iii) improving safe and clean learning environment by rehabilitating WASH facilities at schools through PforR. The AF will also support project management and monitoring and evaluation through the IPF component.

27. The MoESD is the main implementing agency for the AF. The MoESD is accountable and responsible for ensuring the implementation effectiveness of the education part of the parent Program, the achievement of the expected results; as well as, strengthening the government capacities through TA and helping to set up a robust monitoring and evaluation system including independent verification of the achieved results and impact of the reform. The Ministry of Finance (MOF) will ensure coordination and cross-sectoral coherence.

B. Fiduciary

28. Since the implementing agencies remain the same under the MoESD and MoICE, the fiduciary arrangements will remain the same. The total disbursement so far under the parent Program is about US\$4.7 million and program expenditure of about BTN 305 million (approx. US\$3.8 million) had been undertaken until the end of December 2022.



29. Since the AF will focus only on education activities, it will be implemented by MoESD. Similar to the parent Program, procurement and financial management will follow the country systems, subject to applicable exceptions to be agreed between RGoB and the World Bank. An addendum to the joint Fiduciary Systems Assessment (FSA) for the parent Program was prepared taking into consideration the overall performance of activities under the parent Program, and the capacity assessment of the relevant districts, which will be responsible for implementation of the activities for ECCD centers and WASH. Upon achievement of DLRs, funds would be transferred to the Royal Monetary Authority of Bhutan based on the allocation in the Financing Agreement in BTN. Following the effectiveness of the AF, the RGoB can withdraw an advance up to an amount not exceeding 20 percent of the PforR financing for the Program part of the AF. Any unadjusted advance by the end of the closing date will need to be refunded to the World Bank as per World Bank policy.

30. The IPF component will use the country's existing financial management system. All related expenditure under the IPF component will be budgeted within the overall budget of MoESD under a separate financing item code and activity/sub-activity codes which will allow for the expenditures to be separately identified, accounted, and reported in the electronic Public Expenditure Management System (ePEMS) reports as well as in Interim Unaudited Financial Reports (IUFRs). The prevailing rules of RGoB, that is the Financial Rules and Regulations (FRR) 2016, will apply to all expenditures under the IPF component. The Designated Account (DA) will be opened in Bank of Bhutan Ltd. for the deposit of advance in local currency (Ngultrums) for the IPF component operated by the Department of Macro-Fiscal and Development Finance (DMFDF) in the Ministry of Finance (MOF). Funds will be withdrawn from the DA on an "as required" basis and transferred to the Government Budget Fund Account by the DMFDF based on requests from MoESD on making the payments. There would be separate IUFR formats for PforR and IPF parts. The IPF component's expenditure made in the previous two quarters and forecast for two subsequent quarters would be included in the IUFR format. Given that the MoESD has experience in implementing World Bank-financed projects, the inherent FM risk is assessed as 'moderate' at this stage. Currently, there are no overdue audit reports. However, an exception was provided for the submission of first audit report of FY 2021-22 given the short implementation period in the first year. As a result, the next audit for the period ending June 30, 2023 will be a long period audit, covering April 2022 to June 30, 2023, which will be due for submission on December 31, 2023.

31. The TA component will follow the overall World Bank's procurement procedure. Procurement will be carried out in accordance with the World Bank Procurement Regulations for IPF Borrowers, November 2020 ("Procurement Regulations") and the approved Procurement Plan. The World Bank's Systematic Tracking of Exchanges in Procurement (STEP) system will be used to plan, record and track procurement transactions. Procurement will include mainly consulting services to strengthen Program implementation, M&E system, and capacity of implementing agency. The World Bank will provide training to the relevant officials on procurement and STEP. MoESD, with the assistance of the World Bank, has prepared a Project Procurement Strategy for Development (PPSD) along with the initial procurement plan, which spells out the detailed procurement arrangements including the risk mitigation measures. The World Bank's procurement supervision will be ensured through increased implementation support, prior review of contracts in applicable cases and procurement post review to be conducted at least on an annual basis.

C. Environment and Social

32. The PforR part of the AF will support government efforts in construction/rehabilitation of small scale ECCD centers as well as WASH Blocks in selected schools, which will use local labor and materials. The ES risk of this component is likely to be low. The Environmental and Social System Assessment (ESSA) prepared for the parent Program has been updated to address the changes.



33. The IPF Component will revolve around project management, coordination and monitoring and evaluation support. Screening of the activities under the IPF component has been carried out to assess the risk and impacts, which has been found to be Low. The Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) risks have also been rated as Low. In case of any material changes impacting ES risks, an ES assessment and an Environment and Social Management Plan would be prepared. No standalone Stakeholder Engagement Plan (SEP) and Labor Management Procedure (LMP) is necessary. Client has prepared an Environmental and Social Commitment Plan integrating the SEP and LMP, given the low ES risk rating of the Program.

D. Corporate requirements

34. Gender. Increasing evidence shows that access to ECCD services can positively impact women’s economic participation. ECCD services in Bhutan operate for at least five hours a day and some are extended up to eight hours to align with the needs of working parents. The AF will aim to preserve and expand this modality and strengthen outreach through communication on ECCD benefits (for children and working parents) and ways to access services. In addition, the availability of WASH facilities can have a positive impact on girls’ school enrollment, particularly at the secondary level. In Bhutan, nearly one third of public schools do not have separate toilets for girls. The HCRRP AF aims to address these constraints by (a) improving access to ECCD by supporting expansion of ECCD centers, and (b) increasing more female students’ enrollment by supporting rehabilitation of WASH facilities at primary and secondary schools.

35. Climate. Bhutan is a carbon negative country, with low climate change risk. However, Bhutan’s dependence on climate sensitive sectors such as hydropower and agriculture, makes the country more vulnerable to impacts of climate change in the future. To promote stronger resilience, the RGoB will enhance climate change awareness through the education system. Along this line, HCRRP and AF will support upskilling of ECCD facilitators by including more climate sensitive aspects in the training. The AF will also seek to increase the capacity of MoESD through the ECCD and WASH civil works programs to be more energy efficient and build in climate change mitigating measures. Furthermore, the AF will enhance climate awareness by supporting remote learning in rural schools. The online program on climate change will be developed by MoESD and the program will be incorporated into the distance learning modules. With AF support under DLI 3, the climate awareness program will be accessible by students in rural schools.

36. Citizen Engagement. As carried out under HCRRP, the AF recognizes the critical role that beneficiaries can play in improving the development outcomes in the sector. The AF further recognizes the importance of strengthening the current Grievance Redress Mechanism system to ensure its functionality and accessibility for program beneficiaries.

V. KEY RISKS

37. The overall risk rating of the AF is Moderate Program, although some risks are substantial as described below.

38. Macroeconomic risks are substantial. After contracting by 2.2 and 3.3 percent in FY19/20 and FY20/21, respectively, the economy is recovering from the pandemic and faces strong headwinds from global uncertainties and the ramifications of Russia’s invasion of Ukraine. COVID-19 relief measures for individuals and businesses and subdued revenue performance have resulted in high fiscal deficits and public debt since FY20/21, with limited fiscal space to absorb additional shocks. Macroeconomic risks are partially mitigated by the government’s commitment to ensure

macro-financial stability, including through (i) gradual fiscal consolidation by increasing domestic non-hydropower revenues and expenditure rationalization measures, (ii) reforms to monitor and manage fiscal sustainability risks from a large state-owned enterprise sector; and (iii) financial sector reforms. A stable peg with the India Rupee will further underpin macro-financial sustainability. The World Bank's macroeconomic policy dialogue also partially mitigates macroeconomic risks. To mitigate this risk the Program is focused on activities that are aligned with long-term budgetary commitments from RGoB and minimized dependence of results on any other financing.

39. Technical design risk is Substantial. To achieve impacts on the human capital throughout the lifecycle and resilience, the Program requires a cross-sectoral approach. Furthermore, to optimally incentivize enhanced implementation in all Result Areas throughout the duration of the Program, the design relies on a relatively large number of indicators. The risks from these are further increased using the PforR instrument, which is relatively new to Bhutan. To mitigate these risks, MoESD will update the Implementation Guidance Note (IGN) in a manner and substance satisfactory to the World Bank, to adjust its content to reflect the expanded scope of the operation under the Grant Agreement.

40. Institutional Capacity risks for Implementation and Sustainability remain Substantial. Although HCRRP has begun the process of building the client's capacity for planning and monitoring, there is still scope for improvement. This will be mitigated in two ways. First, the added TA component for education to ensure adequate support for coordination between all key implementing agencies will continue under the AF. Second, the AF will continue to support capacity development in the MoESD, including training the management and technical staff.

VI. WORLD BANK GRIEVANCE REDRESS

Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing program grievance mechanism or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the Bank's Accountability Mechanism, please visit <https://accountability.worldbank.org>.

VII. SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Implementing Agency	✓	
Change in Results Framework	✓	
Change in Program Action Plan	✓	



Change in Fiduciary	✓	
Change in Environmental and Social Aspects	✓	
Change in Project's Development Objectives		✓
Change in Program Scope		✓
Change in Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓
Change in Legal Operational Policies		✓
Change in Legal Covenants		✓
Change in Technical Method		✓

VIII. DETAILED CHANGE(S)

IMPLEMENTING AGENCY

Implementing Agency Name	Type	Action
Ministry of Education and Skills Development	Line Ministry/Ministerial Department	Marked for Deletion
Ministry of Education and Skills Development	Line Ministry/Ministerial Department	New
Ministry of Industry, Commerce, and Employment	Country/Regional Organization	Marked for Deletion



IX. RESULTS FRAMEWORK AND MONITORING

Results Framework
COUNTRY: Bhutan
Bhutan HCRRP Additional Financing

Program Development Objective(s)

Support building, protecting, and utilizing human capital in Bhutan

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	End Target
Expanded access and professionalization of ECCD			
Percentage of children (3-5 years old) enrolled in ECCD services led by a ECCD facilitator which complete the basic certificate (Percentage)		26.00	30.00
Digitization of education for improved student outcomes			
Percentage of schools accessing and teachers utilizing digital content in LMS (Percentage)		0.00	80.00
in Urban areas (Percentage)		0.00	80.00



Indicator Name	DLI	Baseline	End Target
in Rural areas (Percentage)		0.00	40.00
Improve employment and inclusion outcomes			
Percentage increase from baseline (TBE) in percent of trainees employed (including full and part-time, wage and self-employment) within 6 months of completing SDP (Percentage)		0.00	20.00
for women (Percentage)		0.00	35.00
Enhanced resilience of jobseekers			
MOLHR established operational linkages with key relevant agencies (Text)		No linkages	Linkages established either through MOUs or data sharing protocols with Ministry of Education, Ministry of Agriculture and Forests (MoAF), and Tourism Council
Improve access to safe water and sanitation facilities at primary and secondary schools (Action: This Objective is New)			
Number of public schools and Special Education Needs schools with proper WASH facilities (Number)	null 10	0.00	60.00
Action: This indicator is New	Rationale: 20 SEN schools and 40 public primary and secondary schools		

Intermediate Results Indicators by Results Areas



Indicator Name	DLI	Baseline	End Target
Expanded access and professionalization of ECCD			
Number of ECCD facilitators for government-supported provision trained or receiving training in the ECCD Diploma program (Number)		248.00	450.00
Number of ECCD facilitators for government-supported provision trained in the two-week basic ECCD certificate (Number)		600.00	810.00
Number of focal monitors trained (Number)		200.00	650.00
Percentage of ECCD facilitators receive a supervision and coaching visit by a trained focal monitor aimed at improving their teaching practice (Percentage)		24.00	40.00
Number of new government supported integrated ECCD centers and smaller ECCD centers in the targeted areas (Number)		0.00	180.00
Action: This indicator has been Revised	Rationale: revised from 120 to 180 (60 added by additional financing)		
Percentage of government supported ECCD services that meet the basic quality standards (Number)		0.00	30.00
Percentage point increase from baseline in percent of mothers with improved economic empowerment outcomes in areas of ECCD expansion (Percentage)		0.00	4.00
Digitization of education for improved student outcomes			
Number of teachers trained on Digital Pedagogy (Number)		0.00	5,000.00
Number of female teachers trained on Digital Pedagogy for improved competency, mentorship and professional		0.00	2,000.00



Indicator Name	DLI	Baseline	End Target
development (Number)			
Percentage of schools having remote learning facilities in rural areas (Percentage)		0.00	20.00
Improve employment and inclusion outcomes			
Percentage increase from baseline in percentage of female SDP graduates (Percentage)		0.00	40.00
Percentage increase from baseline (TBE) in trainings delivered outside of Thimphu, Paro and Phuentsholling (Percentage)		0.00	40.00
Percentage of users requesting services through the single intake and profiling window under MOLHR (Percentage)		0.00	75.00
Of those who are women (Percentage)		0.00	50.00
of those who are not from of Thimphu, Paro and Phuentsholling (Percentage)		0.00	30.00
Percentage of job seekers registered with MOLHR who perceive improvements in access to MOLHR services (Percentage)		0.00	75.00
of those who are women (Percentage)		0.00	50.00
SDP program design on outreach, enrollment, delivery and placement support is revised following the completion of the study under DLR 1 as evidenced by revisions to the POM (Yes/No)		No	Yes
Enhanced resilience of jobseekers			
Monitoring system for regular tracking of employment up to 6 months post SDP completion is established (Yes/No)		No	Yes



Indicator Name	DLI	Baseline	End Target
Percentage of graduates from acceleration and incubation programs are linked to financing opportunities (Percentage)		0.00	30.00
Development of a Strategy for increasing climate responsiveness of MOLHR financed trainings (Yes/No)		No	Yes
Development of data sharing and referral system between MOE and MOLHR to enable referrals for mothers benefiting from ECCD to programs provided by MOLHR (Yes/No)		No	Yes

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Percentage of children (3-5 years old) enrolled in ECCD services led by a ECCD facilitator which complete the basic certificate		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Percentage of schools accessing and teachers utilizing digital content in LMS		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
in Urban areas		Annual	Education Management Information System	Monitoring and Evaluation reports generated by MOE using EMIS	MOE



in Rural areas		Annual	Education Management Information System	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Percentage increase from baseline (TBE) in percent of trainees employed (including full and part-time, wage and self-employment) within 6 months of completing SDP		Annual	SDP Management and Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
for women		Annual starting in second year after effectiveness	SDP MIS	SDP MIS and desk review of MOLHR Monitoring and Evaluation Reports of SDP	MOLHR
MOLHR established operational linkages with key relevant agencies		Annual	MOLHR administrative data and MIS	Desk review of MOLHR MOUs, data sharing agreements and MIS architecture	MOLHR
Number of public schools and Special Education Needs schools with proper WASH facilities	SEN (Special Education Needs) schools: to upgrade/construct the inclusive WASH facilities. Public primary and	bi-annually	MOESD report		IVA



	secondary schools: to upgrade/construct pour flash toilets for girls and boys and build new toilets for girls.				
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Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Number of ECCD facilitators for government-supported provision trained or receiving training in the ECCD Diploma program		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Number of ECCD facilitators for government-supported provision trained in the two-week basic ECCD certificate		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Number of focal monitors trained		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Percentage of ECCD facilitators receive a supervision and coaching visit by a trained focal monitor aimed at improving their teaching practice		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE



Number of new government supported integrated ECCD centers and smaller ECCD centers in the targeted areas		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOESD using EMIS	MOESD
Percentage of government supported ECCD services that meet the basic quality standards		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Percentage point increase from baseline in percent of mothers with improved economic empowerment outcomes in areas of ECCD expansion		Annual starting in year 2	MOLHR MIS, MOE EMIS, MOE and MOLHR Monitoring and Evaluation Reports	MOLHR MIS in cross-check with MOE EMIS and expansion plans to identify target localities.	MOE and MOLHR
Number of teachers trained on Digital Pedagogy		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Number of female teachers trained on Digital Pedagogy for improved competency, mentorship and professional development		Annual	Education Management Information System (EMIS)	MOE EMIS and Monitoring and Evaluation Reports	MOE



Percentage of schools having remote learning facilities in rural areas		Annual	Education Management Information System (EMIS)	Monitoring and Evaluation reports generated by MOE using EMIS	MOE
Percentage increase from baseline in percentage of female SDP graduates		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
Percentage increase from baseline (TBE) in trainings delivered outside of Thimphu, Paro and Phuentsholling		Annually	SDP Monitoring and Information System	Annual SDP Monitoring and Evaluation Reports prepared by MOLHR	MOLHR
Percentage of users requesting services through the single intake and profiling window under MOLHR		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
Of those who are women		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
of those who are not from of Thimphu, Paro and Phuentsholling		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR



Percentage of job seekers registered with MOLHR who perceive improvements in access to MOLHR services		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS, Satisfaction surveys, Phone surveys and spot checks.	MOLHR
of those who are women		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
SDP program design on outreach, enrollment, delivery and placement support is revised following the completion of the study under DLR 1 as evidenced by revisions to the POM		Once	SDP POM.	Desk review of SDP POM cross-checking with recommendations from the study delivered under Year 1 DLR under DLI 5.	MOLHR
Monitoring system for regular tracking of employment up to 6 months post SDP completion is established		Annual	SDP Management Information System	Monitoring and Evaluation reports generated by MOLHR using SDP MIS	MOLHR
Percentage of graduates from acceleration and incubation programs are linked to financing opportunities		Annual	SDP Management Information	Monitoring and Evaluation reports generated by MOLHR	MOLHR



			System	using SDP MIS, Satisfaction surveys, Phone surveys and spot checks.	
Development of a Strategy for increasing climate responsiveness of MOLHR financed trainings		Once	MOLHR publications	Desk review of MOLHR documents	MOLHR
Development of data sharing and referral system between MOE and MOLHR to enable referrals for mothers benefiting from ECCD to programs provided by MOLHR		Once	MOLHR MIS architecture, MOLHR guidelines around employment services and program delivery.	Revision of MOLHR MIS architecture and guidelines around employment services and program delivery.	MOLHR

Disbursement Linked Indicators Matrix

DLI 1	Strengthening the quality of ECCD services for improved child outcomes			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	3,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	N/A		
Prior Results	N/A	0.00	N/A
Year after effectiveness	1.1 National ECCD action plan prepared and approved by MoE based on the Education Reform Action Plan, and 1.2 ECCD Trainers trained using the revised training programs	2,000,000.00	US\$1,000,000 for (1.1), for (1.2) US\$800,000 for 80% of target and US\$100,000 for each additional 10% of target.
2 Years after effectiveness	1.3 Service delivery skills of ECCD facilitators, focal monitors and MOE program managers streamlined and strengthened by ensuring diploma training and revised training for 50% of ECCD facilitators, Focal Monitors and Program Managers	1,000,000.00	US\$800,000 for 80% of the target and US\$100,000 for additional 10% of target.
3 Years after effectiveness	N/A	0.00	N/A
DLI 2	Expansion of ECCD in targeted population		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Outcome	Yes	Text	1,000,000.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	N/A		
Prior Results	N/A	0.00	N/A
Year after effectiveness	N/A	0.00	N/A



2 Years after effectiveness	N/A	0.00	N/A
3 Years after effectiveness	ECCD program expanded in rural areas, deprived and poor communities as measured by a 6% increase over the baseline.	1,000,000.00	\$800,000 on reaching 4.8% of target and \$100,000 for each additional 0.6% of target.

Action: This DLI has been Revised. See below.

DLI 2		<i>Expansion of ECCD in targeted population</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Outcome</i>	<i>Yes</i>	<i>Text</i>	<i>1,500,000.00</i>	<i>0.00</i>
Period	Value	Allocated Amount (USD)		Formula
<i>Baseline</i>	<i>N/A</i>			
<i>Prior Results</i>	<i>N/A</i>	<i>0.00</i>	<i>N/A</i>	
<i>Year after effectiveness</i>	<i>N/A</i>	<i>0.00</i>	<i>N/A</i>	
<i>2 Years after effectiveness</i>	<i>N/A</i>	<i>0.00</i>	<i>N/A</i>	
<i>3 Years after effectiveness</i>	<i>ECCD program expanded in rural areas, deprived and poor communities as measured by a 9% increase over the baseline.</i>	<i>1,500,000.00</i>	<i>\$800,000 on reaching 4.8% of target and \$100,000 for each additional 0.6% of target.</i>	



DLI 3		ICT in education for learning recovery and improved access		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	5,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	N/A			
Prior Results	4,000 teachers trained in ICT competency		2,000,000.00	US\$2,000,000 for achievement of target
Year after effectiveness	(a) Approval of Action plan by MoE, based on Education Reform Action Plan, on curriculum digitization and teacher training (b) Improved accessibility and integration of competency-based curriculum for learning recovery by making contents accessible to at least 80% of schools in urban areas and at least 40% of schools in rural areas		1,500,000.00	US\$500,000 for (a), US\$500,000 for develop/host content (2 platforms); and US\$500,000 for 80% Urban & 40% Rural coverage.
2 Years after effectiveness	Improved digital pedagogy competency of teachers by (a) training of 1000 teachers in ICT competency and (b) a 20% improvement over baseline in competency assessment of teachers.		1,000,000.00	a)\$500,000 for 1,000 teachers, b)\$500,000 for a 20% improvement over baseline digital pedagogy
3 Years after effectiveness	Reduction in the digital divide in rural areas by ensuring an increase by 20% over baseline in schools having access to remote learning facilities through improved access for schools to digital learning		500,000.00	US\$500,000 for achievement of target



<i>Action: This DLI has been Revised. See below.</i>				
DLI 3	ICT in education for learning recovery and improved access			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Outcome</i>	<i>Yes</i>	<i>Text</i>	<i>5,500,000.00</i>	<i>0.00</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>N/A</i>			
<i>Prior Results</i>	<i>4,000 teachers trained in ICT competency</i>		<i>2,000,000.00</i>	<i>US\$2,000,000 for achievement of target</i>
<i>Year after effectiveness</i>	<i>(a) Approval of Action plan by MoE, based on Education Reform Action Plan, on curriculum digitization and teacher training (b) Improved accessibility and integration of competency-based curriculum for learning recovery by making contents accessible to at least 80% of schools in urban areas and at least 40% of schools in rural areas</i>		<i>1,500,000.00</i>	<i>US\$500,000 for (a), US\$500,000 for develop/host content (2 platforms); and US\$500,000 for 80% Urban & 40% Rural coverage.</i>
<i>2 Years after effectiveness</i>	<i>Improved digital pedagogy competency of teachers by (a) training of 1000 teachers in ICT competency and (b) a 20% improvement over baseline in competency assessment of teachers.</i>		<i>1,000,000.00</i>	<i>a)\$500,000 for 1,000 teachers, b)\$500,000 for a 20% improvement over baseline digital pedagogy</i>
<i>3 Years after effectiveness</i>	<i>Reduction in the digital divide in rural areas (i) by ensuring an increase by 20% over baseline in schools having access to remote learning facilities through improved access for schools to</i>		<i>1,000,000.00</i>	<i>US\$500,000 for achievement of target of (i), and another \$500,000 for achievement of target (ii)</i>



	<i>digital learning (to be financed by HCRRP), (ii) by ensuring an increase by 40 rural schools which will be equipped with local connectivity (to be financed by HCRRP AF)</i>			
DLI 4	Building Climate Change resilience through education system			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	1,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	N/A			
Prior Results	N/A		0.00	N/A
Year after effectiveness	N/A		0.00	N/A
2 Years after effectiveness	Improved systems for combating climate change in 50% of all schools through dedicated climate resilience programs and implementation of a policy directive		1,000,000.00	US\$500,000 for issuing policy directive by ministry and US\$500,000 on implementing it in 50% of schools. Rollover 12 months
3 Years after effectiveness	N/A		0.00	N/A



DLI 5	Enhanced inclusion under SDP			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	2,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Current % of women and beneficiaries from areas outside of Thimphu, Paro and Phuentsholling			
Prior Results	Foundational Operational Manual for SDP is approved		1,000,000.00	N/A
Year after effectiveness	Strategy for enhancing inclusion of women in TVET and improving their employment outcomes is approved		500,000.00	Not scalable
2 Years after effectiveness	(a) at least 20% increase in the percentage of female trainees completing SDP from the baseline established in Y1(b) at least 20% increase from the baseline established in Y1 in trainings delivered outside of Thimphu, Paro, and Phuentsholling		500,000.00	(a) US\$250,000 (b) US\$250,000
3 Years after effectiveness	(a) at least 40% increase in the percentage of female trainees completing SDP from the baseline established in Y1(b) at least 40% increase from baseline established in Y1 in trainings delivered outside of Thimphu, Paro, and Phuentsholling		500,000.00	(a) US\$250,000 (b) US\$250,000 - Scalability US\$190,000 if 30% is achieved, and US\$30,000 for each additional 5%



DLI 6	Increased employment post SDP			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	3,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Established through tracer study conducted in Year 1			
Prior Results	N/A		0.00	N/A
Year after effectiveness	System for regular tracking of employment up to 6 months post SDP completion is established under MOLHR		1,500,000.00	Not scalable
2 Years after effectiveness	15% increase from baseline in percentage of trainees employed (including full and part-time, wage and self-employment) within 6 months of completing SDP		1,000,000.00	US\$750,000 for 10% increase; additional US\$250,000 for full 15%
3 Years after effectiveness	20% increase from baseline in percentage of trainees employed (including full and part-time, wage and self-employment) within 6 months of completing SDP		500,000.00	US\$375,000 for 15%, and additional of US\$125,000 for reaching full 20%



DLI 7		Improved quality of entrepreneurship support		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	1,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	N/A			
Prior Results	N/A		0.00	N/A
Year after effectiveness	Incubation centers at 5 select colleges under Royal University of Bhutan have dedicated managers and business plans developed and approved by MOLHR		300,000.00	Not scalable
2 Years after effectiveness	At least 30% of graduates from acceleration and incubation programs are given access to financing opportunities arising from business plan/annual pitch competitions as per the verification protocol		700,000.00	Not scalable
3 Years after effectiveness	N/A		0.00	N/A
DLI 8		Strengthen systems and coordination to enhance employment support delivery under MOLHR		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	2,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	N/A		
Prior Results	Core modules of SDP MIS operational	1,000,000.00	N/A
Year after effectiveness	Develop a single intake and profiling window for MOLHR employment support programs	750,000.00	Not scalable
2 Years after effectiveness	(a) Coordination mechanism with selected ministries is operationalized through a) Signing of MOUs following the template agreed with the World Bank with the following entities: Ministry of Agriculture and Forests (MoAF), Tourism Council (TC), Ministry of Education (MoE), Ministry of Economic Affairs (MOEA), Construction Development Corporation Limited (CDCL), Bhutan Power Corporation Limited (BPCL), National Housing Development Corporation Limited (NHDCL);(b) interoperability and data sharing protocols will be established with MoAF, TC and MOE to streamline beneficiary information cross-checking and referrals.	500,000.00	(a) US\$0.15M for signed MOU with MoAF, TC and MOE; US\$0.25M for full list, (b)US\$0.1M for each individual agreement (MoAF, TC,MOE)
3 Years after effectiveness	30% increase from baseline in the number of SDP beneficiaries supported through YELP; certificate-based skilling or entrepreneurship support	250,000.00	N/A



DLI 9				
Training in climate-responsive initiatives offered to jobseekers				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	1,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	N/A			
Prior Results	N/A		0.00	N/A
Year after effectiveness	N/A		0.00	N/A
2 Years after effectiveness	12% of training delivered under SDP are in climate-responsive occupations/sectors (as defined in verification protocol and Implementation Guidance Note)		500,000.00	Not scalable
3 Years after effectiveness	The operational strategy for increasing climate responsiveness of MOLHR provided skill training is approved by MOLHR		500,000.00	N/A

DLI 10				
Improving safe water and sanitation facilities for Special Education Needs school as well as public primary and secondary school children				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	1,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	No proper WASH facilities are constructed under the project		
Prior Results			0.00
Year after effectiveness			0.00
2 Years after effectiveness			0.00
3 Years after effectiveness	Equip (i) 20 public Special Education Needs schools with inclusive WASH facilities (US\$750,000) and (ii) 40 public primary and secondary schools with proper WASH facilities (US\$750,000)	1,500,000.00	US\$750,000 for completion of (i), US\$750,000 for completion of (ii)
Action: This DLI is New			

Verification Protocol Table: Disbursement Linked Indicators

DLI 1	Strengthening the quality of ECCD services for improved child outcomes
Description	Year 1 DLI 1.1. National ECCD action plan approved by MOE with clear, time-based objectives for the scaling-up of ECCD for next 5 years: (i) Identification, and a plan for achieving, the human resources needed, (ii) Financial projections and budget allocations required, (iii) A description of each ECCD model and projections on services needed to meet targets, (iv) A communications outreach strategy for parents of ECCD-aged children and local government and community stakeholders on the benefits of ECCD and how to access services, (v) Quality standards (including minimum quality standards), which should be revised for center-based ECCD services and developed for creches (vi) Description of the monitoring system which includes (a) the roles and responsibilities of focal monitors, program managers and other education officials at local and national levels, (b) the monitoring and reporting system to track the quality of ECCD services (based on the revised quality



	standards). DLI 1.2. ECCD trainers (at least 2 per district per component) have completed the revised training of trainers for two components (i) ECCD facilitator training in the basic certificate and diploma (revised to align with the approved Early Learning Development Standards and include quality preschool pedagogy, inclusive education teaching practices, and strategies for teaching climate education) and (ii) training for focal monitors and MOE program managers (revised to include understanding, planning and coordinating, and monitoring of ECCD services (including the revised quality standards and tool(s) to measure quality)). Year 2 -DLI 1.3 (i) 50% of all ECCD facilitators for government-supported provision are have successfully completed, or are receiving ongoing, training for the ECCD diploma, and (ii) 50% of focal monitors and MOE program managers have successfully completed revised training.
Data source/ Agency	MOE, National Council For Women and Children (NCWC)
Verification Entity	IVA
Procedure	Action approved by the appropriate authority of MoE through an office order/government order. IVA will verify the completion of this DLR mainly through a desk review. The completion of training will be assessed based on a progress report submitted by MOE to IVA which will be verified through random sample checks by IVA.
DLI 2	Expansion of ECCD in targeted population
Description	Year 3 - 6 percentage point increase over the current baseline of 28% gross enrollment rate through reaching rural, remote, poor and deprived communities (criteria for these communities to be developed as part of targeting methodology outlined in the program action plan). The definition of rural areas will follow RGoB's formal definition of rural area
Data source/ Agency	MOE, National Council For Women and Children (NCWC), NSB
Verification Entity	IVA
Procedure	Based on the expansion of the program, MOE will submit progress report to IVA along with data from EMIS. The verification agency will analyze the increase of enrollment rate through desk review. In the case of reaching rural, remote, poor and



	deprived communities, criteria will be developed (as outlined in the PAP) which will be followed by MOE when submitting the evidence for DLR achievement
DLI 2	Expansion of ECCD in targeted population
Description	Year 3 - 6 percentage point increase over the current baseline of 28% gross enrollment rate through reaching rural, remote, poor and deprived communities (criteria for these communities to be developed as part of targeting methodology outlined in the program action plan). The definition of rural areas will follow RGoB's formal definition of rural area
Data source/ Agency	MOESD, National Council For Women and Children (NCWC), NSB
Verification Entity	IVA
Procedure	Based on the expansion of the program, MOESD will submit progress report to IVA along with data from EMIS. The verification agency will analyze the increase of enrollment rate through desk review. In the case of reaching rural, remote, poor and deprived communities, criteria will be developed (as outlined in the PAP) which will be followed by MOESD when submitting the evidence for DLR achievement
DLI 3	ICT in education for learning recovery and improved access
Description	Prior Result will be considered achieved through improved digital pedagogy competency of teachers which will be verified through the achievement of the following outcome: (i) Teacher training is completed before the Program signing by at least 4000 teachers, in line with ICT competencies outlined in the ICT competency standard for teachers Year 1 – DLR 1 will be considered achieved when MoE approves a detailed action plan on scale-up of newly approved competency-based curriculum, implementation arrangement, and scale-up of digital pedagogy training of teachers. Improved accessibility and integration of competency-based curriculum for learning recovery will be verified through completion of the following actions: (i) Digital contents on core subjects (English, Maths, Science, Dzongkha) are developed and hosted in an openly accessible platform such as LMS; and (ii) Contents are made accessible to schools - at least 80% of schools in urban areas and at least 40% of schools in rural areas. The definition of rural and urban areas will follow RGoB's formal definition of Urban and Rural areas Year 2 - Improved digital pedagogy competency of teachers will be verified through the achievement



	of the following outcomes: (i) Teacher training is completed by at least 1000 teachers, in line with ICT competencies outlined in the ICT competency standard for teachers; and (ii) Digital pedagogy competency of targeted teachers improves by at least 20%. This will be measured through a baseline test followed by another test after completion of training (over baseline). Year 3 - Reduction in Digital Divide in rural areas through improved access to digital learning will be verified through At least 20% more schools (over baseline) have access to remote learning facilities in rural areas (equipment and trained teachers). The definition of rural areas will follow RGoB's formal definition of Rural areas
Data source/ Agency	Teacher Professional Supporting Division under Department of Curriculum and Professional development / Department of school education: MOE; Department of Curriculum and Professional Development / Department of School Education: MOE
Verification Entity	IVA
Procedure	Action approved by appropriate authority of MOE through an office order/government order. The digital contents prepared based on the newly approved curriculum. Teachers trained based on contents that reflect the ICT competency standards for teachers. IVA will verify these based on desk review. Improvement in digital competency of teachers will be determined through a baseline test followed by another test after completion of training. IVA will verify the DLR based on test results generated from the system. In the case of access to remote learning facilities, IVA will do a sample check of schools through field visits, preferably 5% of schools which will be selected randomly.
DLI 3	ICT in education for learning recovery and improved access
Description	Prior Result will be considered achieved through improved digital pedagogy competency of teachers which will be verified through the achievement of the following outcome: (i) Teacher training is completed before the Program signing by at least 4000 teachers, in line with ICT competencies outlined in the ICT competency standard for teachers Year 1 – DLR 1 will be considered achieved when MoE approves a detailed action plan on scale-up of newly approved competency-based curriculum, implementation arrangement, and scale-up of digital pedagogy training of teachers. Improved accessibility and integration of competency-based curriculum for learning recovery will be verified through completion of the following actions: (i) Digital contents on core subjects (English, Maths, Science, Dzongkha) are developed and hosted in an openly accessible platform such as LMS; and (ii) Contents are made accessible to schools - at least 80% of schools in urban areas and at least 40% of schools in rural areas. The definition of rural and urban areas will follow RGoB's formal definition of Urban and Rural areas Year 2 - Improved digital pedagogy competency of teachers will be verified through the achievement



	of the following outcomes: (i) Teacher training is completed by at least 1000 teachers, in line with ICT competencies outlined in the ICT competency standard for teachers; and (ii) Digital pedagogy competency of targeted teachers improves by at least 20%. This will be measured through a baseline test followed by another test after completion of training (over baseline). Year 3 - Reduction in Digital Divide in rural areas through improved access to digital learning will be verified through At least 20% more schools (over baseline) have access to remote learning facilities in rural areas (equipment and trained teachers), and 40 rural schools have equipped with local connectivity. The definition of rural areas will follow RGoB's formal definition of Rural areas.
Data source/ Agency	Teacher Professional Supporting Division under Department of Curriculum and Professional development / Department of school education: MOE; Department of Curriculum and Professional Development / Department of School Education: MOE
Verification Entity	IVA
Procedure	Action approved by appropriate authority of MOE through an office order/government order. The digital contents prepared based on the newly approved curriculum. Teachers trained based on contents that reflect the ICT competency standards for teachers. IVA will verify these based on desk review. Improvement in digital comptetency of teachers will be determined through a baseline test followed by another test after completion of training. IVA will verify the DLR based on test results generated from the system. In the case of access to remote learning facilities, IVA will do a sample check of schools through field visits, preferably 5% of schools which will be selected randomly.
DLI 4	Building Climate Change resilience through education system
Description	Year 2 – DLR will be considered achieved when: (i) MOE issues policy directive to schools to observe social forestry day, adopt nearby water/river systems and protect its source, and create awareness on reduction of plastic waste: and (ii) 50% of schools implement the policy directive.
Data source/ Agency	Teacher Professional Supporting Division under Department of Curriculum and Professional development / Department of school education: MOE; Department of Curriculum and Professional Development / Department of School Education: MOE



Verification Entity	IVA
Procedure	Policy directive to schools will be issued by MOE through a government order/office order and signed by appropriate authority. IVA will verify this directive through desk reviews according to evidence submitted by MOE. The implementation of the policy directive will need to be verified through field visits on a sample of schools preferably 5% of schools which will be randomly selected.
DLI 5	Enhanced inclusion under SDP
Description	Prior Result is achieved if the basic program operations manual (POM) for SDP is approved by MOLHR before the Program signing. The basic POM includes sections on outreach, enrollment, attendance monitoring, monitoring and evaluation, and grievance redress. Year 1 (after effectiveness) DLR is considered achieved when MOLHR approves and publishes the Strategy for enhancing inclusion of women in TVET and improving their employment outcomes. The baseline for Y2 is established based on SDP MIS data by December 15th, 2022. Year 2 DLRs are achieved if % increase in female trainees under SDP (cumulative) and % increase from baseline in training delivered outside of Thimphu, Paro, and Phuentsholling (cumulative) are at or above agreed-upon thresholds. Year 3 DLR is achieved if both percentages increase by at least 40% from the year 1 baseline. (Year 1,2, 3 refer to calendar years after Program effectiveness date). Year 2: No scalability year 3: For both (a) and (b) US\$0.19m for 30% increase achieved and a total of US\$0.25m for 40%
Data source/ Agency	Administrative Data collected in the SDP Management Information System/MOLHR.
Verification Entity	IVA
Procedure	SDP team under MOLHR develops the core Project Operational Manual (POM), which includes sections on outreach, enrollment, attendance, M&E, and GRM, and submits it to ministerial approval. After the approval, MOLHR submits both the minutes of the meeting and POM to the IVA. IVA verifies achievement of Year 1 DLR through desk review as well as minutes or the meeting where the report produced under DLR1 was approved. IVA uses SDP MIS data and rapid assessment to establish the baseline percentage of female trainees under SDP (including % completed) and % of training delivered outside of Thimphu, Paro, and Phuentsholling by February 15th, 2023. IVA verifies achievement of DLRs in Year 2 and 3 through Monitoring and Evaluation reports prepared by MOLHR.



DLI 6	Increased employment post SDP
Description	Year 1 DLR is considered achieved when SDP MIS has a mechanism in place for regular tracking of employment outcomes of trainees up to six months after completion of SDP and SDP POM M&E section is revised accordingly with clear roles and responsibilities assigned for implementation of tracking. Achievement of results in Years 2 and 3 will be measured annually. The results are cumulative based on the outcomes of trainees 6 months after program completion. The DLRs are considered achieved once the % increase from baseline (established through the tracer study) is at or above the agreed-upon threshold. (Year 1,2, 3 refer to calendar years after Program effectiveness date).
Data source/ Agency	Administrative Data collected in the SDP Management Information System/MOLHR.
Verification Entity	IVA
Procedure	IVA verifies achievement of Year 1 DLR through a desk review of SDP POM and SDP Management Information System architecture with detailed information on core system functions around regular tracking of employment up to 6 months post-SDP and through a spot check of SDP MIS functionality. The baseline for DLRs in Y2 and Y3 is established through a tracer study of alumni to be completed by February 15th, 2023. Results of the study along with the description of methodology are shared with IVA. Achievement of DLRs in Year 2 and Year 3 are verified through a desk review of SDP M&E reports being furnished by MOLHR.
DLI 7	Improved quality of entrepreneurship support
Description	DLR in Year 1 is achieved based on incubation centers present in the following five colleges: College of Science and Technology (CST), Gedu College of Business Studies (GCBS), Sherubtse College, Gyelpozhing College of Information Technology (GCIT) and College of Natural Resources (CNR); and (ii) incubation centers having dedicated management staff (at least one manager) and business plan that was approved by MOLHR and outlines operational plans for each incubator for next three years. DLR in Year 2 is achieved when (i) there is at least one MOLHR staff dedicated to fostering and maintaining relationships with private and public financial institutions (as per their annual performance agreement), and (ii) annual pitching or business plan competition events are in place reaching 30% of acceleration and incubation center trainees. Rollover of up to 6 months is allowed for both years.



Data source/ Agency	Administrative Data collected in the MOLHR Management Information System/MOLHR.
Verification Entity	IVA
Procedure	IVA will verify the achievement of DLR in Year 1 through a desk review of approved business plans for the selected incubators (including minutes from the approval meeting or written electronic or hardcopy confirmation of approval), payroll verification (to ensure at least one manager per incubator center is in place), and spot checks to ensure that incubator is functioning and has dedicated staff. Spot checks will consist of at least two visits during working hours on working days that the incubator should be operational on. If the incubator is closed during both visits with exception of the emergency situations it will be considered non-operational. The list of emergencies will be established in agreement with the World Bank by March 30th, 2022, and reflected in the Implementation Guidance Note To verify achievement of DLR in Year 2 IVA will perform a desk review of monitoring and evaluation report for Start-Up and CSI flagship and relevant performance agreement.
DLI 8	Strengthen systems and coordination to enhance employment support delivery under MOLHR
Description	Prior result will be considered achieved if by the date of PforR effectiveness MOLHR has SDP MIS that has functionalities around enrollment, selection notification, attendance verification, and profile creation (to simplify the application process). Year 1 DLR will be considered achieved when job seekers and students have one point of entry (in person and online) for all programs provided by MOLHR with information on each program, including eligibility criteria, and ability to apply for the program through this window. Year 2 DLR will be considered achieved when MOLHR has developed the Memorandum of Understanding template (approved by the World Bank) and protocols for harmonization and interoperability of systems are in place. The MOU signing and operational linkage are tracked separately. (a) The signing of MOUs with the following entities: Ministry of Agriculture and Forests (MoAF), Tourism Council, Ministry of Education (MoE), Ministry of Economic Affairs (MOEA), Construction Development Corporation Limited (CDCL), Bhutan Power Corporation Limited (BPCL), National Housing Development Corporation Limited (NHDCL); (b) MIS interoperability and data sharing protocols will be established with MoAF, TC and MOE to streamline beneficiary information cross-checking and referrals. Year 3 DLR is considered achieved when SDP MIS is able to track SDP trainees 6 months post-graduation and capture not only employment but also employment support availed, and when such system indicates that in comparison to the baseline established through tracer



	study in Year 1 the % of trainees that are supported through Youth Employment and Livelihood Program (YELP), Critical Skills Training (CST) and entrepreneurship support has increased by at least 30% from the baseline.
Data source/ Agency	Administrative Data collected in MOLHR Management Information System/MOLHR.
Verification Entity	IVA
Procedure	IVA verifies achievement of Prior Result through desk review of SDP MIS architecture, live demo, and spot check. IVA verifies Year 1 DLR through: (i) desk review of the MIS architecture for single-intake window (with minimum functionality of ability to use one profile across multiple programs for jobseeker, and ability to track beneficiary applications and enrollments) and relevant guidelines or operational manual that outline MOLHR staff functions regarding single-intake window; and (ii) spot check to verify the fidelity of implementation. IVA verifies DLR for Year 2 through a desk review of signed MOUs, data sharing agreements (where relevant), and revision to MIS architecture and operational guidelines for data sharing and interoperability (that at a minimum allow creating referral lists and tracking referrals between ministries). By the end of year 3, MOLHR submits the Monitoring and Evaluation report that presents core outputs of year 3 with regards to participation of SDP trainees in YELP, CST, or entrepreneurship support.
DLI 9	Training in climate-responsive initiatives offered to jobseekers
Description	DLR in Year 2 is achieved if SDP MIS indicates that at least 12% of training delivered by end of Year 2 (cumulative) meets the criteria of training for climate-responsive occupations or climate-responsive initiatives. These include but are not limited to training in renewable energy, low-carbon, and climate-resilient construction, water conservation measures and better river basin management in response to floods, irregular/extreme rainfalls, and droughts. The list will be established in agreement with the World Bank by March 30th, 2022, and reflected in the Implementation Guidance Note. DLR in Year 3 is achieved when MOLHR approves internally and publishes an operational strategy for increasing climate responsiveness of MOLHR training that contains: (i) actionable adjustments to design of relevant MOLHR programs and (ii) timelines for implementation of these adjustments.
Data source/ Agency	Administrative Data collected in the SDP Management Information System/MOLHR.
Verification Entity	IVA



Procedure	IVA will verify the achievement of DLR in Year 2 through desk review of the most current Monitoring and Evaluation report of SDP and review of SDP MIS data. IVA will verify achievement of DLR in Year 3 through desk review of the published strategy.
DLI 10	Improving safe water and sanitation facilities for Special Education Needs school as well as public primary and secondary school children
Description	(i) 20 public Special Education Needs schools with inclusive WASH facilities (US\$750,000 to be financed by AF) ; (ii) 40 public primary and secondary schools with proper WASH facilities (US\$750,000 to be financed by AF).
Data source/ Agency	MoESD report
Verification Entity	IVA
Procedure	Action approved by appropriate authority of MOESD through an office order/government order. Proper WASH facility can be defined as the renovated, upgraded or newly constructed flush / pour flush toilet facilities. IVA will do a sample check of schools through field visits, preferably 10% of schools which will be selected randomly.



ANNEX 1: INTEGRATED RISK ASSESSMENT

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Moderate	● Moderate
Macroeconomic	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate
Technical Design of Project or Program	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial
Fiduciary	● Moderate	● Moderate
Environment and Social	● Low	● Low
Stakeholders	● Moderate	● Moderate
Other		
Overall	● Moderate	● Moderate



ANNEX 2: ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT – Addendum

- 1.** The AF PforR will include small scale construction/ rehabilitation of ECCD centers as well as WASH Blocks for primary schools. The AF will support the rehabilitation/construction of 60 ECCD centers, with water and sanitation facilities designed for 3–5-year-olds in selected rural and low populated areas. The AF will also provide a local connectivity in rural schools to support implementation of digital curriculum. Specifically, it will expand the internet coverage from school administrative offices into the classrooms. The proposed AF will support the MoESD in improving safe and sanitation facilities by rehabilitating and constructing WASH facilities in selected 20 SEN schools and 40 primary and secondary schools in both rural and urban areas. The AF will upgrade dry/pour flash toilets to flush and semi-flush toilets and/or build new toilets for female students.
- 2.** For the parent program, in accordance with the World Bank’s Policy/Directive for PforR, the World Bank conducted an ESSA of Bhutan’s existing environmental and social management systems for the higher education and training/skills sector. This included assessment of the national legal, regulatory, and institutional framework used to address potential environmental and social impacts of the PforR operation. The overarching objective of the ESSA was to assess the adequacy of the RGoB’s system to ensure that the risks and impacts of the Program activities are identified and mitigated, and to strengthen systems and build capacity to deliver the PforR in a sustainable manner, if necessary.
- 3.** Based on the assessment and stakeholder consultations, the ESSA determined that the following three of the six Core Principles apply to the Program.
- 4.** Core Principle 1: Program E&S management systems are designed to (a) promote E&S sustainability in the Program design; (b) avoid, minimize, or mitigate adverse impacts; and (c) promote informed decision-making relating to a Program’s E&S effects.
- 5.** Core Principle 3: Program E&S management systems are designed to protect public and worker safety against the potential risks associated with (a) the construction and/or operation of facilities or other operational practices under the Program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials under the Program; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.
- 6.** Core Principle 5: Program E&S systems give due consideration to the cultural appropriateness of, and equitable access to, Program benefits, giving special attention to the rights and interests of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to the needs or concerns of vulnerable groups.
- 7.** The parent program’s ESSA has been updated to reflect the AF activities. Proposed Key Actions: Based on the analysis, the ESSA identified the following key actions in order to ensure that the Program interventions are aligned with the relevant Core Principles 1, 3 and 5 for improved E&S due diligence:

 - Assignment of ES focal points and citizen engagement specialist by the Client
 - Updating and strengthening of GRM
 - Training of ES staffs by the bank as requested.
 - Construction management, supervision including labor and community health and safety issues monitoring.



ANNEX 5: MODIFIED PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
ECCD - Evaluation and targeting methodologies developed and approved	Technical	DLI 2	MoE	Other	End of year 1	Impact eval. designed to assess child development and women's economic empowerment (WEE). Process eval. designed to assess implementation fidelity, quality, uptake, and WEE. Targeting methods developed for rural/poor/deprived communities.	No Change
ECCD - Evaluation and targeting methodologies implemented	Technical	DLI 2	MoE	Other	End of year 3	1. Baseline data collected, analyzed, and disseminated 2. Process evaluation of ECCD services completed 3. National enrollment data disaggregated to identify rural populations and poor/deprived communities using targeting methodology	No Change
ECCD - Community communications and capacity building plans implemented	Technical	DLI 2	MoE	Other	End of year 2	1. Communications outreach strategy (developed as part of the National ECCD Action Plan) is being rolled out 2. Capacity building plan for parents to effectively support ECCD services has been developed and is being rolled out	No Change



MOE clarifies how ECCD facilitators for private ECCD provision can access training for the Basic Certificate in ECCD	Technical	DLI 1	MoE	Other	End of year 2	This should include (i) clarifications on the training requirements for those working in private ECCD provision; (ii) ways to access the training for the Basic Certificate in ECCD.	No Change
Instructional guides for all subjects for competency-based curriculum prepared and disseminated	Technical	DLI 3	MoE	Other	End of year 1	Instructional guidelines will have to be based on the newly approved curriculum covering all subjects	No Change
Tracer study of outcomes from the first 7 months of SDP implementation is conducted to establish baselines for DLIS on inclusion and employment outcomes	Technical	DLI 6	MoLHR	Other	February 15, 2023	Data collection instrument is prepared with no objection from the World Bank; Data is collected; key findings approved by MOLHR and shared with the World Bank	No Change
Approval of revisions on SDP budget, operational design and implementation plan based on process evaluation, tracking system (tracer surveys), study under DLIS and GRM assessments by MoLHR	Technical	DLI 8	MoLHR and MoF	Other	yearly	Approved Minutes of the MoLHR and MoF meeting, Revised SDP Operational Manual and Implementation plan , and documents shared with the Bank.	No Change
Enhance SDP linkages with entrepreneurship support provided under MOLHR led portion of Start-Up and Cottage	Technical	DLI 7	MoLHR	Other	One year after effectiveness	Approved report with linkage strategy developed by MolHR and shared with the Bank	No Change



and Small Industries (CSI) flagship.							
Approved MoLHR plan for green jobs and mainstream climate resilience in employment support programs.	Technical	DLI 9	MoLHR	Other	3rd year after effectiveness	Approved operational plan for green jobs and mainstreaming of climate resilience developed by MoLHR based on the operational strategy and shared with the Bank for no objection prior to distribution	No Change
Designate Environmental and Social Focal Points/Consultants (with ES experience and background) for the Program	Environmental and Social Systems		MOE and MOLHR	Recurrent	Yearly	There is at least one staff/consultant per ministry whose performance agreement includes duties of an environmental focal point and one/consultant per ministry whose performance agreement includes duties of a social focal point	No Change
Use and strengthen existing Grievance Redress Mechanism (GRM) including addressing GBV issues if or development of a new GRM in absence of existing GRM, if necessary	Environmental and Social Systems		MOE and MOLHR	Recurrent	Semi-Annually	Each ministry produces annual GRM reports that include coverage of GBV issues	No Change
Actions taken at the TTIs to offset the adverse effects of COVID-19	Environmental and Social Systems		MOLHR	Due Date	27-May-2022	World Bank receives a detailed list of actions taken to offset the adverse effects of COVID-19 in TTIs along with the	No Change



						action plan in case of new outbreaks from MOLHR	
Nominate focal points for implementation	Fiduciary Systems		MOF, MOE, MOLHR	Other	Within three months from the date of effectiveness	Each ministry is represented by a focal point responsible for coordination on implementation and reporting	No Change
Citizen Engagement and Stakeholder Engagement (One Communication Consultant/Focal Point for each ministry)	Environmental and Social Systems		MOE and MOLHR	Recurrent	Yearly	There is at least one staff/consultant per ministries whose annual performance agreement includes duties around citizen and stakeholder engagement	No Change
Strengthening of institutional capacity for safeguards management of both Ministries through training for ES personnel provided by the Bank	Environmental and Social Systems		MOE and MOLHR	Due Date	27-May-2022	World Bank has provided training to relevant personnel in both ministries (with mandatory inclusion of social, environmental and stakeholder engagement focal points)	No Change
Actions taken at ECCD centers to offset the adverse effects of COVID-19	Environmental and Social Systems		MOE	Due Date	27-May-2022	World Bank receives a list of actions taken at ECCD centers to offset the impacts of COVID-19 along with the action plan for safe operation in case of new outbreaks prepared by MOE	No Change
Implementing agencies agree not to award contracts under the Program to any of the Bank debarred or suspended persons or	Fiduciary Systems		MOE, MOLHR	Recurrent	Semi-Annually	MOLHR and MOE prepare and submit for the World Bank review semi-annual reports on procurement under the Program to ensure that	No Change



entities						contracts are not awarded to any of the Bank debarred or suspended persons or entities.	
MOF receives reports of complaints from the Anti-Corruption Commission and shares them with the World Bank	Fiduciary Systems		MOF	Recurrent	Semi-Annually	MOF prepares semi-annual reports on complains from Anti-Corruption Commission and submits them to the World Bank for review	No Change
Awareness and communication materials on ICT in education are distributed to parents	Technical	DLI 3	MOE	Other	End of Year 1	MOE prepares awareness and communication materials on ICT in education to reduce the digital divide and improve education equity and build system resilience.	No Change
The MOLHR and MOE to identify focal point officials responsible for ensuring that Program activities are implemented in accordance with the provisions of WB ACGs and agreed protocols.	Environmental and Social Systems		MOE, MOLHR	Other	Six months after effectiveness	Focal points nominations are communicated to the WB team. Roles, responsibilities, and ACG protocols are outlined in the Implementation Guidance Note.	No Change
Budget for improve ECCD access under DLI 2 will be released by MoF in the first quarter of every year as per plan submitted by MoESD to achieve DLR and program targets	Fiduciary Systems	DLI 2	Ministry of Finance	Recurrent	Yearly	Relevant budget released based on the request by MoESD on time	New
Budget for improved local	Fiduciary Systems	DLI 3	Ministry of Finance	Recurrent	Yearly	Relevant budget released based on	New



connectivity under DLI 3 will be released by MoF in the first quarter of every year as per plan submitted by MoESD to achieve DLR and program targets						the request by MoESD on time	
Budget for WASH activities under DLI 10 will be released by MoF in the first quarter of every year as per plan submitted by MoESD to achieve DLR and program targets	Fiduciary Systems	DLI 10	Ministry of Finance	Recurrent	Yearly	Relevant budget released based on the request by MoESD on time	New
List of ECCD centers which will undergo renovation, upgradation and new establishment will be shared with World Bank for review and finalization	Technical	DLI 2	DoSE (MoE)	Due Date	15-Aug-2023	By a report including selection criteria and a list of final target schools	New
List of schools receiving ICT equipment and connectivity support will be shared with World Bank for review and finalization	Technical	DLI 3	DoSE (MoE)	Due Date	15-Aug-2023	By a report including selection criteria and a list of final target schools	New
Tender bid document for procurement pertaining to ECCD centers will be shared with World Bank for review and comments	Fiduciary Systems	DLI 2	DoSE (MoE)	Due Date	15-Aug-2023	A report including a proof of tendering bid document for procurement pertaining to ECCD centers	New



Selection criteria and list of schools for the WASH program will be shared with World Bank for review and finalization	Technical	DLI 10	DEP (MoE)	Due Date	15-Aug-2023	By a report including selection criteria and a list of final target schools	New