

**Bhutan Human Capital Recovery and Resilience  
Project (HCRRP - P174399)  
Royal Government of Bhutan (RGoB)**

**Program for Results (PforR)**

**ENVIRONMENTL AND SOCIAL SYSTEMS  
ASSESSMENT (ESSA)**

**November 2021**

## ACRONYMS AND ABBREVIATIONS

ADB	Asian Development Bank
BBP	Build Bhutan Project
BHU	Basic Health Units
CPF	Country Partnership Framework
CSI	Cottage and Small Industries
DEO	District Education Officer
DHO	District Health Officer
DLI	Disbursement-linked indicator
DoEHR	Department of Employment and Human Resources, MoLHR
EACD	Environmental Assessment and Compliance Division
ECCD	Early Childhood Care and Development
E&S	Environmental & Social
ESF	Environmental and Social Framework
ESSA	Environmental and Social Systems Assessment
FYP	Five Year Plan
GRM/S	Grievance Redress Mechanism/System
HCF	Health Care Facilities
IA	Implementing Agency
IEC	Information, Education and Communication
LMS	Learning Management System
MOE	Ministry of Education
MOLHR	Ministry of Labor and Human Resources
NCWC	National Commission for Women and Children
NEC	National Environmental Commission
NELDS	National Early Learning and Development Standards
NER	New Educational Roadmap
NKRA	National Key Results Area
NSB	National Statistics Bureau
NSDP	National Skills development Plan
NST	National Skills Training
PAP	Program Action Plan
PDO	Program Development Objective
PforR	Program for Results
PIU	Program Implementing Unit
PMU	Program Management Unit
PSGRD	Public Services and Grievance Redressal Division
RA	Result Areas
RBP	Royal Bhutan Police
RENEW	Respect, Educate, Nurture and Empower Women
RGoB	Royal Government of Bhutan
SDP	Skills Development Plan
SEA	Sexual Exploitation and Abuse
SEN	Special Education Needs
SH	Sexual Harassment
SWOT	Strengths-Weaknesses- Opportunities-and Threats
TEO	Town Education Officer
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
YELP	Youth Employment and Livelihood Program

## EXECUTIVE SUMMARY

Bhutan human capital recovery and resilience project would be financed using Program for Result (PforR) instrument to strengthen implementation of selected activities of two programs of Royal Government of Bhutan (RGoB). The goal of this PforR program is to accelerate economic recovery that fall primarily under National Key Results Areas (NKRA) 7 and 11 on improved access and quality of education and improved employment outcomes under 12<sup>th</sup> Five Year Plan (FYP). This would also include programs introduced to mitigate the impacts of COVID-19 and supports the implementation and improve human capital outcomes. NKRA 7 and 11 of the 12<sup>th</sup> FYP are directly related to the Program objectives, since they support results in areas of education, skills, and employment. The proposed Program aims to (i) ensure a strong foundation for lifecycle approach to boost future human capital accumulation; (ii) support economic and human capital recovery and (iii) increase human capital resilience during post-COVID-19 pandemic.

In accordance with the World Bank's Policy/Directive for Program for Results (PforR), the World Bank has conducted an Environmental and Social System Assessment (ESSA) of Bhutan's existing environmental and social management systems for the higher education and training/skills sector. This includes 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 is 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.

The ESSA analysis focused on the Bank financed PforR operation, which carves out specific boundaries of intervention within the wider RGoB's NKRA 7 and 11 of the 12<sup>th</sup> FYP 2018-2023. The ESSA analyzed the environmental and social (E&S) management system for the Program to determine applicability for the six Core Principles outlined in the Policy and ensure consistency with those that apply. The "weaknesses," or gaps with the Policy, was considered on two levels: (i) the system as written in laws, regulation, procedures and applied in practice; and (ii) the capacity of Program institutions to effectively implement the system as demonstrated by performance thus far.

The PforR would support Bhutan's national goals of improved human capital outcomes for economic productivity and growth through supporting the implementation of "Improving Quality of Education and Skills" and "Productive and Gainful Employment" NKRA's under the 12<sup>th</sup> FYP including associated COVID-19 recovery programs. Based on the assessment and stakeholder consultations, the ESSA determined that the following three of the six Core Principles apply to the Program. It may be noted that the three core principles' applications are protected in the program's DLI 1, 2, 3, 4 and 5 for MoLHR and DLI 6, 7, and 8 for MoE.

### 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.***

The analysis for the ESSA found this Core Principle to be relevant for the Program, where an established system/regulatory framework within the IAs to commit resources and implement actions are necessary for effective E&S management.

The country has well-defined legal/regulatory systems for safeguarding environment and the affected communities where NEC is the apex body addressing E&S matters. The interventions are unlikely to have any severe adverse environmental and social impacts. The environmental and social risks associated with the Program is Low and these fall under the **“Green Category”** and does not demand environmental clearance. Nevertheless, the ESSA concluded that the IAs have a scope of recruiting E&S Specialists to fill up the gap that exists between the IAs and NEC/ EACD in monitoring program related E&S management at the field level.

### **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.***

The principle applies in terms of the risks related to the health and safety of the trainees and the community in the near vicinity during implementation of the training program.

### **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.***

This Core Principle is applicable as the Program will directly support activities in areas where there are vulnerable groups, particularly women and children from the remote and inaccessible areas that are identifiable under the Bank Policy and who has a share in the program benefits. ESSA findings indicate that there are adequate and relevant legal and policy frameworks as well as government commitment to gender and social inclusion in the Skill development, employment, entrepreneurship and alike. There is still a risk of exclusion of the vulnerable groups from program benefits due to various factors: lack of information and awareness among the vulnerable groups, remoteness, and insufficient financial and human resources to reach the vulnerable group. A clear strategy to ensure adequate information dissemination, communication and engagement with various stakeholders including IPs and other vulnerable groups through Information, Education and Communication (IEC) needs strengthening.

In the present system of RGoB, all environmental and social assessments fall under the Environmental Assessment and Compliance Division (EACD) under the National Environmental Commission (NEC), which is an autonomous agency. The interventions of the program are unlikely to have any severe/adverse environmental or social impact. The environmental and social risks associated with the program is **LOW** and fall under the **“Green Category”** that does not demand environmental clearance. However, there exists certain gaps between the IAs and NEC /EACD during implementation of the

program that could be addressed through employing environmental and social specialists by the IAs for the program to monitor compliances at the field level.

MoLHR has already expressed its willingness to hire required social and environmental specialists for the smooth E&S risks mitigation during implementation of the program. If it is a “requirement” and related cost is covered under the program.

In terms of *Gender Based Violence (GBV)*, an individual may also choose to report to the Royal Bhutan Police, the National Commission for Women and Children (NCWC), health or counselling services or any relevant Civil Society Organization. Walk-in complaints, reporting by telephone and complaints through the Toll-Free Helplines of RBP (113) and NCWC (1098) are the ways by which individuals can lodge complaints on sexual harassment that occur in any kind of setting (at homes, schools, institutions, shelters, public places, work places, etc.). MoLHR has a Grievance Redress System (GRS) at ministry level and is working to develop a web-based GRS for the program that would also address GBV related issues. MoE may undertake similar measures on these issues.

**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:

Objectives and Issues	RECOMMENDED MEASURES/ACTIONS
<b>Inclusion of E&amp;S Specialist at the Implementing Agencies (IAs)</b>	Designate/ Assign Environmental and Social Consultant/Focal Point (with ES experience and background) for the Program (separately for the two Ministries). Related cost should be arranged from the program budget.
<b>Citizen Engagement (CE) and Stakeholder Engagement</b>	The IAs could hire one Communication Specialists for the program independently (one for each IA). This Communication Specialists would work with the Civil Society Organizations (CSOs) as directed by the IA and create citizen consensus on the program and communicate citizen’s input to the IAs, thus closing the feedback loop. The Communication Specialists could also assist IAs in identifying and engaging various stakeholders, whenever necessary. Related cost should be arranged from the program budget.
<b>Grievance Redress Mechanism (GRM) including addressing GBV issue</b>	Use and strengthen existing Grievance Redress Mechanism (GRM) including addressing GBV Issues (for both Ministries) or development of a new GRM in absence existing GRM, if necessary
<b>Strengthening of institutional capacity for safeguards management at the IA</b>	The MoLHR and MoE PMU/PIU will implement program following PforR for the first time. Since the ministries would oversee the activities of E&S management of the program through their PMU/PIU, capacity building (through training on E&S management) of the personnel in the IAs is a necessity. Training for ES personnel will be provided by the Bank if requested
<b>Actions at the TTIs and ECCD centers to offset the adverse effects of COVID 19</b>	To offset the adverse effects of COVID 19 during academic session/training period, the training institutes and ECCD Centers must ensure physical distancing, use of PPE including gloves and mask by the trainers and the trainees alike. To offset space limitation, the training institutes/ECCD Centers could run classes in number of shifts (morning, noon, and afternoon). This needs to be weighed against availability of instructors and support staffs and overhead cost incurred in the process. MoLHR and MoE IAs decision in this regard would guide the TTIs and ECCD Centers.

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## Introduction and Background

The **Bhutan Human Capital Recovery and Resilience Project (HCRRP-P174399)** is focused at supporting Bhutan's national goals of improved human capital outcomes for economic productivity and growth. It would do this through supporting the implementation of two National Key Result Areas (NKRA) under the 12<sup>th</sup> Five Year Plan (FYP) entailing “Improving Quality of Education and Skills” and “Productive and Gainful Employment” including associated COVID-19 recovery programs. It is pertinent to note that the RGoB follows a five-year socio-economic development planning cycle with Five Year Plans (FYP) articulating the socio-economic development priorities and programmes to be implemented.

The program is in tandem with CPF FY2021–24 (Report No. 154927-BT) and would support two of the strategic focus areas—human capital and resilience. The project would promote investments in human capital and skills for both future and current generations with attention to ensuring utilization of accumulated human capital through employment. Support to recovery of employment after COVID-19 would also contribute to improving ability of households to avoid negative coping strategies (such as withdrawing kids from school) and increased investment in human capital. Strengthening of delivery systems both on education and social protection side would help make these services more resilient to impacts of natural and economic shocks. Moreover, the project could also contribute to environmental resilience through support to training associated with green jobs and environmental initiatives and introduction of environmental aspects in education curriculum.

Bhutan's economy has been significantly affected by COVID-19. Lockdowns and dependence of the Bhutanese economy on trade, tourism and remittances, created an economic contraction impacting the welfare of citizens. Services sector workers in urban areas, including many that directly or indirectly depend on tourism, have experienced job or earning losses. High food inflation has also likely eroded the real incomes of many rural poor. This is expected to lead to a 1.8 percentage point increase in poverty (measured at the \$3.20 poverty rate) by the end of 2021.

COVID-19 losses in household welfare could further exacerbate other pre-existing inequities of opportunities. Household poverty is significantly correlated with lower educational attainment and poor access to health services. Without adequate safety nets, families may engage in unhealthy coping strategies such as keeping their children from school or reducing their nutritional intake, thereby decreasing chances for intergenerational income mobility.

The Program for Results (PforR) is a development financing instrument that supports government programs and disburses against results. PforR instrument in Bhutan marks a fundamental shift and is justified given alignment of the client and World Bank goals, existing institutional capacity, and opportunity to sustainably strengthen client institutions and delivery mechanism within an existing and well-defined RGoB program.

The PforR has been planned for FY 2020-21 under the CPF20-24. The program aims to strengthen government programs by working with a program's own systems and linking the disbursement of funds directly to the delivery of results. Disbursement-linked indicators (DLIs) play a critical role in PforR operations—they provide the government with incentives to achieve key program milestones and improve performance and disburses when agreed results are achieved and verified.

In light of the COVID-19 pandemic, this year's PforR operation will be embarked on as Human Capital Recovery and Resilience Project (HCRRP) underpinning human capital theme. The project will support COVID-19 recovery, strengthen resilience and protect and improve Human Capital. An indicative outlay of \$20 million (approx. Nu.1500 million) will be programmed across sectors involved in the proposed Project spread over 3 years.



## **Purpose and Objectives of the ESSA**

The Environmental and Social Systems Assessment (ESSA) is being prepared by the Bank's task team following the World Bank P4R guidelines and reviewing relevant government policies and acts and analyzing MoLHR and MoE's existing capacity to manage Environmental and Social issues during implementation of the proposed program. The ESSA provides a comprehensive review of relevant government systems and procedures that address environmental and social issues associated with the Program and the extent to which the government environmental and social policies, legislations, program procedures and institutional systems are consistent with the six 'core principles' of the World Bank's policy for PforR financing and find out the gaps. It also recommends actions to address the gaps and capacity development programs to bridge the gaps in managing E&S risks and to enhance performance during Program implementation. The results of the ESSA have been shared and agreed with MoLHR, MoE and other key government stakeholders.

The ESSA derives its scope from the intended objectives of the Program, which relate to: (i) improved employment outcomes through programs implemented by MoLHR and (ii) improved implementation of activities focused on professionalization of ECCD and digitization of curriculum under MoE. The above measures are unlikely to have any adverse impacts that cannot be mitigated if sound policies are in place. However, planned efforts are essential to ensure that project interventions do result in sustainable social and environmental benefits. Accordingly, a comprehensive assessment of the environmental and social systems has been undertaken to gauge the adequacy of environmental and social systems, especially with focus of attention on MoLHR and MoE.

The ESSA reviewed the proposed Program activities to evaluate its effects on the environment and potentially affected people. The draft ESSA was shared with the stakeholders of the project and virtual public consultation was organized to obtain their views and suggestions. Outcome of the consultation endorsed through analyzing MoLHR and MoE's existing rules and capacity to manage Environmental and Social issues and discussion with the stakeholders is incorporated in the ESSA and would be addressed through the Program action plan (PAP).

## **Objectives of the ESSA**

The objective of ESSA is to ensure consistency with the six core principles following World Bank Guidance on Environmental and Social Systems Assessment in order to effectively manage program risks and promote sustainable development.

The specific objectives of ESSA include:

- Identification of potential environmental and social benefits, risks and impacts applicable to the Program interventions;
- Review of the policy and legal framework related to management of environmental and social impacts of the Program interventions;
- Assessment of the institutional capacity for environmental and social management system within the Program system;
- Assessment of the Program system performance with respect to the core principles of the PforR instrument and identification of gaps, if any, and
- Recommendations for actions to be taken to fill the gaps, i.e., mitigation measures that will be used as input/s to the Program Action Plan.

## Approach to the ESSA

The ESSA development team used various approaches to review the environment and social systems that are relevant to the HCRRP undertaken by RGoB's MoLHR and MoE in the light of the PforR Core Principles affecting the program and their guiding questions. The ESSA was developed based on: (i) identification of environmental and social risks associated with the project (ii) a review of existing policies, development plans, legal and regulatory framework and guidelines of the international development financing institutions working with MOLHR and MOE, which are relevant to identified ES risks management; (iii) meetings and interviews with different stakeholders including focal persons of the ministries and relevant other organs/staffs involved in environmental social, health, safety and labor issues in development projects at MOLHR and MOE; (iv) an assessment of relevant environmental and social management systems at MOLHR and MOE; (v) an assessment of the capacity and performance of MOLHR and MOE relative to their own procedures and processes; (vi) development of an action plan to enhance environmental and social management capacity and performance; and (vii) development of performance monitoring and implementation support program.

The data gathered from these multiple sources were processed to allow for triangulation. National level consultations were organized with stakeholders for feedback on the implementation of provisions to enhance transparency and accountability and other related environment and social issues.

The ESSA reviews the proposed Program activities to evaluate its effects on the environment and potentially affected people. Risks identified through the ESSA will be addressed through the results area, or through DLIs whichever is most feasible. If required, this operation will include safeguards risk mitigation measures in the PAP and/or identify opportunities to improve systemic implementation, strengthen institutional capacity through the Program.

## ESSA Methodology and Process

This ESSA is prepared by the World Bank task team and consultants through a combination of reviews of existing Program documents and available technical literature, interviews with government staff, and consultations with key stakeholders and experts. The Team undertook the following actions as part of the assessment (a) a comprehensive review of government policies, legal frameworks and program documents, and other assessments of RGoB's environmental and social management systems (b) interviews and consultations were done with relevant experts and officials from MoLHR and MoE of the RGoB; and National Environment Commission (NEC).

Findings of the assessment will be used in the formulation of an overall PAP with key measures to improve E&S management outcomes of the Program. Recommendations contained in the analysis were presented and discussed during the consultation workshop with the concerned IAs before finalization and disclosure of the ESSA.

The ESSA review process undertook the assessment of the existing systems for managing environmental and social effects of the program. Following tools were used:

- **Assessment of the environmental and social effects of the program:** The ESSA Team assessed the potential for the program to cause adverse E&S effects, either due to its design and Program components or due to gaps in Government system.

- **Comprehensive desk review of policies, legal framework, program documents, and other assessments of environmental and social management systems:** The review examined the set of national policy and legal requirements related to environment and social management associated with the activities described under the Program results areas.
- **Institutional analysis:** An institutional analysis was carried out to identify the roles, responsibilities, and structure of the relevant institutions responsible for implementing the HCRRP funded activities, including coordination between different entities at the national, and local levels. The assessment of the capacity of key institutions to implement required environmental and social management actions was assessed. An important input for this assessment was an evaluation of these institutions' previous track record in management such risks in the context of previous projects and programs.
- **Consultations and Interviews:** interviews and consultations were done with relevant experts and officials from Ministry of Education (MoE); and Ministry of Labour and Human Resources (MoLHR) of the RGoB; and National Environment Commission (NEC).

## SECTION I: PROGRAM DESCRIPTION

### 1.1 Description of the Program Scope and Objective including Activities.

The *Bhutan Human Capital Recovery and Resilience Project (HCRRP - P174399)* is a Program-for-Results (PforR) financing by the Bank. The Program Development Objective (PDO) is to *support building, protecting, and utilizing human capital in Bhutan.*

The proposed Program aims to strengthen implementation of select activities of two government programs with the goal of accelerating economic recovery that fall primarily under NKRA 7 and 11 on improved access and quality of education and improved employment outcomes under 12<sup>th</sup> FYP including programs introduced to mitigate the impacts of COVID-19 and supports the implementation and improve human capital outcomes. The 12<sup>th</sup> FYP (2018-2023; Gross National Happiness Commission, 2019) focuses on strengthening institutions, systems and processes and streamlining and coordination to avoid overlaps and duplication, harnessing synergies and maximizing use of existing infrastructure. NKRA 7 and 11 of the 12<sup>th</sup> FYP are directly related to the Program objectives, since they support results in areas of education, skills, and employment. The proposed Program Under this umbrella aims to (i) ensure a strong foundation for lifecycle approach to boost future human capital accumulation; (ii) support post-COVID-19 pandemic economic and human capital recovery, and (iii) increase post-COVID-19 pandemic human capital resilience.

The PforR Program boundary is defined by activities/programs under NKRA 7 and 11 contribute to: (i) sustainable household welfare and human capital recovery post COVID-19 pandemic; (ii) increased equity and inclusion along rural/urban, socio-economic (e.g. urban poor) and gender lines; (iii) improved quality of foundational human capital services (ECCD); (iv) enhanced resilience of service delivery through support to digitization in education and program coordination in area of employment support; (v) increased ability to utilize accumulated human capital through employment; and (vi) investments in human capital needed for enhanced climate resilience. Program boundary is not limited geographically aligning with nationwide mandate of 12<sup>th</sup> FYP, though NKRA 7 and 11 have an additional focus on improving outcomes in rural areas and for vulnerable populations.

### 1.2 Differences in Scope between the Borrower’s program and the Bank-Financed Program

RGoB’s NKRA linked programs/ Flagship/Strategies and PforR’s Results areas affecting NKRA 7 and 11 are shown at Table 1 below:

**Table 1. Strategic objectives/result areas of government programs and areas supported by HCRRP**

		12 <sup>th</sup> Five Year plan	Human Capital Project	Results Areas	Reasons for Non-Alignment
<b>Duration and Geographic coverage</b>		2018-2023 National	2021-2024 National		
<b>NKRA</b>	<b>programs\Flagship\Strategy</b>				
NKRA 7. Quality Education	1. Improve quality and inclusive education school	✓	✓	RA 1. Improve employment and inclusion outcome	PforR focuses on elements to increase

and Skills (MOE and MOLHR)	2. Strengthen and expand vocational education in schools	✓		<b>RA 3.</b> Expanded access and professionalization of ECCD <b>RA 4.</b> Digitization of education for improved student outcomes	resilience of the sectors post-COVID-19, expansion and professionalization of ECCD, resilience of education systems, and productivity as measured by employment outcomes.
	<b>3. Enhance teacher development and support</b>	✓	✓		
	4. Enhance equity and quality of tertiary education	✓			
	5. Improve health and wellbeing of children and youth	✓			
	6. Enhance adult literacy and lifelong learning	✓			
	<b>7. Transform technical and vocational education and training</b>	✓	✓		
	<b>8. Improve quality and relevance of school curriculum and implementation</b>	✓	✓		
	<b>9. Enhance quality standard of examination and assessment systems</b>	✓	✓		
	10. Enhance quality and relevance of programs	✓			
	11. Enhance research innovation and scholarships	✓			
	<b>12. Enhance management and professional development program</b>	✓	✓		
	<b>13. Promote innovation and entrepreneurship</b>	✓	✓		
	14. Enhance quality of medical and health education and skills	✓			
	15. Excellence through sports for all	✓			
	16. Local Government programs on quality education and skills improvements	✓	✓		
	NKRA 11. Productive and gainful employment (MOLHR)	<b>1. Support to accelerating tourism and CSI sectors (including through Start-Up and CSI Flagship)</b>	✓		
<b>2. Establishment of dedicated placement service</b>		✓	✓		
<b>3. Skilling workforce</b>		✓	✓		
<b>4. Promoting entrepreneurship</b>		✓	✓		
5. Incentivizing LGs job creation		✓			

	6. Development and Implementation of Human Resource Development (HRD) Plan 2018-2023	✓	✓		
	7. Promoting entrepreneurship	✓	✓		

**Source:** Report No: PCBASIC0225313, HCRRP PAD, page 11-12

From the onset of the Plan, NKRA 7 and 11 on “Improving Quality of Education and Skills” and “Productive and Gainful Employment” were cross-sectoral in nature and highlighted RGOB’s commitment to lifecycle approach that started with ECCD and continued to lifelong skilling and gainful and inclusive employment needed for full realization of human capital potential. The project will promote investments in human capital and skills for both future and current generations with attention to ensuring utilization of accumulated human capital through employment. The boundaries of the Program supported by the PforR are defined by including only those expenditures that are directly related to the successful implementation of NST, ECCD expansion and curriculum digitization.

**Differences in Scope between the Borrower’s program and the Bank-Financed Program.**

There is no difference in the thematic scope between the Borrower’s program and the Bank-Financed Program.

**Exclusions:**

The proposed PforR will not support any activities that potentially could have significant environmental and social impact. The Program excludes activities/areas requiring large procurement contracts and will not support any civil work, interventions with substantial environmental and social risks and impacts and high value/cost activities. The exclusion also includes any activity that will result in physical and economic displacement of the project affected people, including land acquisition.

**1.3 Disbursement Linked Indicators and Verification Protocols**

The program has total eight DLIs across four Result Areas (RA), and DLRs mapped across the three-year period towards the achievement of PDOs and specific outputs to incentivize the successful implementation of critical reform actions in the theory of change. The DLIs allocations were determined based on the relative importance of individual results of the national agenda. Details are at **Annex A**.

**1.4 Key Implementing Agencies and Experience with Implementation of program.**

The Program would be implemented by the Ministry of Labor and Human Resources (MoLHR) and the Ministry of Education (MoE). The **first area** of Program would be implemented by MoLHR and focuses on elements to improve linkages between skilling and employment (including self-employment and entrepreneurship). This would support mitigation of COVID-19 impacts on household welfare while promoting sustainable and resilient investments in increased human capital and productivity of current and future generations in alignment with the 12th FYP. The

support to implementation of 12<sup>th</sup> FYP in the NKRA 7 and 11 corresponds to the following result areas: (1) Improved employment and inclusion outcomes, (2) Enhanced resilience of jobseekers, (3) Expanded access and professionalization of ECCD; and (4) Digitization of education for improved student outcomes.

The **second area** of Program support focuses on implementation of the New Educational Roadmap (NER) and would be implemented by MOE. NER aims to expand and professionalize Early Childhood Care and Development (ECCD), and implement an integrated curriculum reform including digitization, remote learning, improving instructional guideline and teacher professional development. The operation aims to strengthen the equity, inclusiveness, and resilience of Bhutan's education system by improving access to digital content (texts, video, images audio and interactive media) for all students, including those in rural areas. This will be done by supporting the development of digital contents on core subjects (English, Mathematics, Science and Dzongkha) that are hosted on at least two platforms, one of which includes the *Learning Management System* (LMS) which is managed and will soon be launched by MOE; extensive teacher training to improve their digital pedagogy competencies to maximize use of digital skills and competencies and improving their instructional guidelines, and improvement in remote learning facilities in targeted schools.

## **SECTION II: EXPECTED PROGRAM ENVIRONMENTAL AND SOCIAL RISKS AND OPPORTUNITIES**

### **2.1 Environmental Risks and Opportunities of the Program.**

The ESSA is being prepared following the world Bank PforR guidelines, relevant RGoB policies and acts and analyzing MOLHR and MoE's existing capacity to manage Environmental and Social issues to implement the proposed Program. This ESSA also identifies the existing gaps and proposes capacity development programs to bridge the gaps in managing environmental and Social risks. The ESSA reviewed the proposed Program activities to evaluate its effects on the environment and potentially affected people. Risks identified through the ESSA and measures to improve systemic implementation and strengthen institutional capacity of MOLHR and MOE have been addressed through the inclusion of gap filling activities in the Program Implementation Plan (PAP).

### **Potential Environmental Risks**

#### **E-Waste**

Management of e-wastes, if not stored and disposed properly is likely to have some adverse impacts. The HCRRP program involves distribution of computers, tablets and other digital devices to teachers and students who are trained under the program and others who will participate in the program. Given the rate at which new devices are developed and old ones become unserviceable are discarded, these computers, tablets and digital devices will constitute e-waste and become a risk to the environment and persons if not properly handled. However, given that the quantity of e-waste is expected to be small, the management would be consistent with good international industry practice (GIIP). The Partnership for Action on Computing Equipment (PACE), launched by the Conference of the Parties to the Basel Convention, has (among many useful resources on the

matter) the Guideline on environmentally sound material recovery and recycling of end-of-life computing equipment<sup>1</sup>, which is comprehensive guidance for e-waste management.

The proposed Program activities under both the ministries have the possibility to generate the e-wastes and both the MoLHR and MoE will be responsible to manage the e-wastes. Specifically, the e-waste management under this project shall include, minimization, segregation, labelling, storage evacuation and disposal in government approval facility for handling hazardous wastes. In addition, there will be a manifest for tracking of the e-wastes to ensure that e-wastes collected arrive at the final disposal sites/facility.

### **Waste related to Management of COVID-19**

Inadequate and inappropriate handling of healthcare waste related to COVID-19 may have serious public health consequences and a significant impact on the environment. Large number of people will be gathering in a training venue during the COVID-19 pandemic and they must wear mask, gloves and other protective equipment. Dumping of these hazardous wastes within the training venue will be a normal phenomenon. Adopting a strict policy and guidance to follow in handling waste under the COVID-19 pandemic, considering the additional capacity and resources are required to maintain compliance for proper waste management.

### **Solid and liquid Waste**

It is expected that several kinds of solid wastes like scrap paper, carton, unused writing materials from the training events would be generated and dumped within the training venues. Wastes from incubation centers and fabrication laboratories will also be added to the load. It is also anticipated that the trainees will be accommodated to the residential hostels during their training period. Therefore, waste from households and kitchen will be generated and needs to be handled carefully.

## **Potential Environmental Benefits**

### **Reduced Pollution Footprint**

Online learning reduces the negative environmental impacts that come from manufacturing and transportation. The materials needed for traditional education institutions (textbooks, desks, electricity, buildings) are dramatically reduced. This reduces waste and conserves natural resources. Additionally, online learning saves money and time for both the learning institution and the student.

Since the children will not commute to school therefore carbon dioxide emissions of the transports will also be reduced significantly. During the school period large amounts of energy is used for lighting and operation of equipment. Online education will reduce these demands. Finally, online education will save paper because the curriculum, assignments and even textbooks will all be digital and will contribute to reducing deforestation.

### **Enhancing Climate Resilience**

The operation will provide incentives for increased provision of market relevant training for climate-responsive initiatives, strengthened ECCD training programs for facilitators to make it

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<sup>1</sup><http://www.basel.int/Implementation/TechnicalAssistance/Partnerships/PACE/PACEGuidelines,ManualandReports/tabid/3247/Default.aspx>



more climate responsive, and enhanced education system resilience and school continuity in the context of natural disasters. Furthermore, digitization of textbooks and continuing education through online contents is expected to support conserving natural resources, save a great amount of paper and thereby leave a green carbon footprint.

Skills and apprenticeship program would include curriculum providing basic environmental awareness of the trainees through training associated with green jobs and environmental initiatives and introduction of environmental aspects in education curriculum. Given the scope of the Program, potential environmental risks and impacts are expected to be insignificant. **The environmental risk associated with the Program is Low.**

## 2.2 Social Risks and Opportunities of the Program.

The Program includes interventions that cover employment opportunity for the youth and digitization of curriculum and enhancement of ECCD performance. Given the scope of the Program, potential social risks that may surface are:

### Potential Social Risks

#### **Exclusion of Disadvantaged and the Vulnerable (Youth, women, person with disability, people living in remote areas)**

Exclusion of the youth from skills and apprenticeship program who are disadvantaged and vulnerable—especially those who suffer from any form of disability, youth living in inaccessible areas of the country, female youths who are unlikely to be able take part in the Program due to social norms and restrictions.

#### **Exclusion of Severely Disadvantaged Children from ECCD Centers**

**ECCD centers for now do not accept severely disadvantaged children due to the lack of trained facilitators.** The Draktsho Vocational Training for Special Children and Youth, only one of its kind in the country is working to enhance the living standard of children and youth with various types of disabilities through empowerment by training, and eventual integration with the mainstream population.

#### **Women's involvement in unpaid family chores and subsistence agriculture**

Despite acquiring skill, most of the rural women are engaged in unpaid family works and subsistence agriculture and may have limited scope to secure a suitable job.

#### **ECCD program for Children from poorer families and inaccessible areas**

ECCD Centers are community based, mobile, workplace based and private. Though there are almost no gender differences in enrolment rates in the ECCD, Bhutan's mountainous terrain creates geographical barriers to access, particularly to rural children. Quality, equity, and sustainability are other key concerns of ECCD program that need to be addressed.

#### **Competency of the ECCD Facilitators and inadequacy of facilities for children with special needs**

ECCD quality is a concern, with only one third of existing ECCD facilitators, caregivers, have completed the in-service training program. All ECCD Centers do not have facilities to meet Special Education Needs (SEN) of the mentally and physically impaired children.

### **Likelihood of GBV and SEA/SH of the Women and Girls involved with the program**

GBV is an issue deeply rooted in the Bhutanese society. There is likelihood of sexual exploitation and abuse/sexual harassment (SEA/SH) of female trainees undergoing skilling and apprenticeship program. The likelihood of sexual exploitation and abuse/sexual harassment (SEA/SH) also extends to girls and women in the areas where the program will be conducted. As such this issue needs to be handled especially. Given the Low risk rating of the project, GBV prevention may include sensitizing the assigned staffs and carrying out awareness campaigns in the community, ensuring the contractors' workers are trained on GBV prevention and signing of code of conduct and mapping GBV service providers.

### **Leniency at the ECCD in following COVID 19 protocols**

COVID 19 pandemic is very well handled by RGoB and 97% of the population has been vaccinated<sup>2</sup>. As of July 31, children from the age of 12-17 have been vaccinated in 9 districts that were deemed as high-risk areas<sup>3</sup>. As such, non-compliance of COVID 19 protocol issued by Ministry of Health (MoH) by the ECCDs may put the children in danger.

The social risks mentioned above can be mitigated by intensive stakeholder and beneficiary mapping, consultation and feedback, continuous monitoring as well marketing the Skilling and Apprenticeship Program so that information is disseminated. Selection of the beneficiaries must be done in a manner to ensure inclusion of women and other lagging population so that benefits reach those who are deprived and lack voice and agency. Poverty targeted scholarships for children joining ECCD Centers from the poorer families to meet education related expenses need to be thought about. A Code of Conduct and training for apprenticeship and skilling service provider, monitoring of their behaviors and interaction with female trainees and appropriate grievance mechanism would have to be in place to deter any possibility of GBV/SEA/SH.

No cultural heritage is also likely to be affected. There is no impact on the ethnic minorities. **The social risk associated with the Program is Low.**

### **Benefits of MoLHR run program**

This Program benefits the population in general and unemployed individuals in particular through MoLHR run program in the following manner:

- opens a door to future employment potential for the youth who would undergo skilling and apprenticeship program resulting in their financial freedom and better standards of living.

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<sup>2</sup> <http://www.moh.gov.bt/ministry-of-health-plans-to-roll-out-the-vaccination-for-children-in-additional-three-districts/>

<sup>3</sup> <https://kuenselonline.com/children-in-nine-dzongkhags-receive-covid-19-vaccine/>

- The Program’s result indicators include ensuring a minimum percentage of women beneficiaries, reducing gender gap and ensuring their financial emancipation, thus promoting gender mainstreaming.
- The program would contribute to environmental resilience through support to training associated with green jobs and environmental initiatives and introduction of environmental aspects in education curriculum.
- The SDP executed by MoLHR would ensure connection to other necessary support in improving beneficiaries’ employability including linkage to entrepreneurship support; and create more opportunity for rural women and jobseekers. It also provides opportunities for self-employment support.
- It will reduce reliance on foreign skilled workers especially for the construction sector.

### **Benefits of MoE run program**

MoE run program would benefit the preprimary level children with the right kind of quality education in particular in the following manner:

- The ECCD interventions would provide a head start for the children which will eventually provide scope for growing up to be a contributing member of the society—increasing positive human capital and demographic dividend.
- Teacher capacity development is very much addressed in the program. Increased resources are needed to ensure availability of digitized materials, revamp the teacher training curriculum and improve overall school climate for blended learning.

It is pertinent to note here that to cope with COVID-19 safety protocols, schools were closed, therefore in order to bridge the gap for learning opportunities children with special needs and students with disabilities were offered tablets to engage in online classes or to access material offered by schools online.

## **SECTION III: ASSESSMENT OF BORROWER’S ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEMS**

### **3.1 Environmental and Social Management Systems including Policy and Legal Framework.**

**3.1.1. Environmental Laws and Acts.** Royal Government of Bhutan (RGoB) has a number of environmental laws and acts. Given that the present Program intervention has very limited environmental risks and impacts, only major environmental laws are summarily mentioned below:

Sustainable development is enshrined in the government’s **National Environment Strategy for Bhutan 1998**, which aims to maintain a balance between environment and development. **The Environmental Assessment Act 2000**, which requires that all environmental concerns are fully considered prior to the formulation of new projects and it establishes procedures for assessing the potential impacts of plans, policies, programs, and projects. The act mandates that an environmental clearance from a competent authority should be conducted as a pre-requisite for a project.

**National Environment Protection Act 2007** came into force on July 31, 2007. It is an act to provide the establishment of an effective system to conserve and protect environment through the National Environment Commission Secretariat or its successors, designation of competent authorities, and constitution of other advisory committees, so as to independently regulate and promote sustainable development in an equitable manner. It is guided by environmental principles, which states that the people and the government in succession shall perpetually strive to consider and adopt its developmental policies, plans and programs in harmony with the environmental principles.

When developmental projects are in the Thromde (municipality), the project is governed by the **Thromde Act of Bhutan (2007)**, and the **Thromde Rules (2011)** and the designated competent agency to grant development and environment clearance is the Thromde. Where development projects in rural areas or where small improvement works within rural Health Care Facilities (HCFs) are proposed, the designated competent authority is the district environmental officer and must abide by **Rural Construction Rules (2013)** for the Ministry of Works and Human Settlement (MWHS).

The **National Health Policy (2011)** provides guidance to the Ministry of Health (MOH) to achieve its national and international health goals as guided by the constitution. Other relevant regulations and standards are the **Water Regulation of Bhutan (2014)** and the **Environmental Standards (2010)** that regulate the water and ambient air quality standard.

Bhutan has several strategy, act and regulation related to waste management such as the **Waste Prevention and Management Act of Bhutan (2009)** and **Waste Prevention and Management Regulation (2012)** that promote the principles of 3Rs (reduce, reuse, and recycle). The act and regulation discuss waste reduction at the source; promoting segregation, reduction, recycling, and disposal of waste in an environmentally sound manner. The Regulation came into effect on 18 April 2012 and is a comprehensive document for the waste minimization and management. In this regulation E-Waste Management falls under Category D of the WASTE MANAGEMENT CATEGORIES. The Department of Information Technology and Telecom provides overall directives and guidelines and monitor the implementation by the e-waste management entity<sup>4</sup>. The **National Waste Management Strategy (2019)** encompasses adopting a circular economy and moving towards a zero-waste society by 2030.

The environmental clearance procedure is described in the **Regulation for the Environmental Clearance of Projects (2016)**, and specific guidance is given in a series of sectoral guidelines, prepared in 1999 and revised with ADB assistance in 2006. According to the Environment Assessment Act, the proponent is required to submit an environmental clearance application to a designated competent authority wherein all environmental concerns are fully considered and documented.

**The Economic Development Policy, 2016** is clear in its intent to ensure the growth and development of a green and sustainable economy. The vision of the policy is “A green and self-reliant economy sustained by a knowledge-based society guided by the philosophy of GNH”. The strategies outlined in the policy are informed by the need for environmental sustainability, and include imperatives to:

- Diversify the economic base with minimal ecological footprint;

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<sup>4</sup> <https://www.cseindia.org/waste-management-policy-in-bhutan-4584>

- Harness and add value to natural resources in a sustainable manner;
- Promote Bhutan as an organic brand; and
- Reduce dependency on fossil fuel.

The 12<sup>th</sup> Five Year Plan 2018-2023 has identified 17 National Key Result Areas for development, emphasizing building economic resilience and productive capacity, and addressing last mile challenges to reduce poverty and inequality. At the same time, environmental sustainability is an important theme running throughout the Plan, including several environmental indicators.

3.1.2. **Social Laws and Acts.** Bhutan has a number of Social Laws and Acts of which, Program related Laws and Acts are mentioned below:

**Constitution of the Kingdom of Bhutan.** The Constitution of Kingdom of Bhutan has a number of this Program related articles mentioned below:

*Article 9: Principles of State Policy (related Acts):*

6. The State shall endeavor to provide legal aid to secure justice, which shall not be denied to any person by reason of **economic or other disabilities**.

7. The State shall endeavor to develop and execute policies to **minimize inequalities of income**, concentration of wealth, and promote equitable distribution of public facilities among individuals and people living in different parts of the Kingdom.

9. The State shall endeavor to achieve **economic self-reliance** and promote open and progressive economy.

11. The State shall endeavor to promote those circumstances that would enable the citizens to secure an adequate livelihood

12. The State shall endeavor to ensure the **right to work, vocational guidance and training** and just and favorable conditions of work.

15. The State shall endeavor to **provide education for the purpose of improving and increasing knowledge**, values and skills of the entire population with education being directed towards the full development of the human personality

16. The State shall provide **free education to all children of school going age** up to tenth standard and ensure that technical and professional education is made generally available and that higher education is equally accessible to all on the basis of merit.

17. The State shall endeavor to take appropriate measures to **eliminate all forms of discrimination and exploitation against women including trafficking, prostitution, abuse, violence, harassment and intimidation at work in both public and private spheres**.

18. The State shall endeavor to take appropriate measures to **ensure that children are protected against all forms of discrimination and exploitation** including trafficking, prostitution, abuse, violence, degrading treatment and economic exploitation.

The **Local Government's Act of Bhutan (2007)** accounts for the provision of social and economic services of citizens in a sustainable and equitable manner and ensures that any activities undertaken are consistent with laws and policies in the country conserve and enhance the environment within its jurisdiction.

**Bhutan Labor and Employment Act 2007.** The Act (Chapter II) prohibits any form of Child, Forced and Trafficked labor (none below 18 will be employed, child between 13-17 may be employed in

non-hazardous work after carrying out risk analyses--Chapter X). It also prohibits discrimination against employees or job applicants for vacancies in connection with recruitment, dismissal, transfer, training and demotion as well as wages and working conditions. The Act also has conventions **against sexual harassment and abuse against any employee by the employer and other employees** (Chapter II, Paragraph 9). Written agreement, terms and employment of contracts and issues regarding leave entitlement, maternity benefit, working hours, working at night are also illustrated in the Act (Chapter V). Termination, retrenchment, issues of wrongful dismissal and remedies thereto are also given in this Act (Chapter VI, VII, VIII). Employers' responsibilities with regards to Occupational Health and Safety (OHS), maintenance of safe working space, provision of PPE and training, reporting requirement in case of accidents and incidents are also part of the Act (Chapter IX). This act also contains regulations for Workers Association (Chapter XI) as well as a robust **Grievance Redress System** for the workers (Chapter XII). **Bhutan 2020: A Vision for Peace, Prosperity and Happiness.** The overarching objective of the "Bhutan 2020: A Vision for Peace, Prosperity and Happiness" prepared by the then Planning Commission of the Royal Government of Bhutan is development based on the GNH concept which emphasizes the ability of all to realize their potential; equitable sharing of the benefits of development; and opportunities for all to share in decisions that affect their lives, livelihoods, and families. This vision cannot be attained without ensuring that women have equitable access to self-realization, development benefits, and participation in decision making.

**A National Plan of Action for Gender (NPAG) 2008-2013.** The NPAG which was formulated by the Gross National Happiness Commission and the National Commission for Women and Children identified seven critical areas for action. It is the first gender plan of Bhutan and is considered as a continually evolving document that looks at advances and challenges in promoting and achieving gender equality in seven areas identified as critical for action to achieve good governance; economic development, with a focus on employment; education and training; health; ageing, mental health and disabilities; violence against women; and prejudices and stereotypes. During the five-year action plan period, violence against women was the area of action that received the most attention and follow-up. This included the enactment of the Domestic Violence Prevention Act, 2013.

**Bhutan National Education Policy 2018 (Draft).** It aims to create a robust and holistic education system that inculcates the principles and values underpinning Gross National Happiness, and upholds the nation's unique cultural and spiritual heritage and values; and that prepares citizens to become knowledgeable, skillful, creative, innovative, enterprising, and capable of responding to the national needs and emerging global trends. **Chapter 6** of the Policy specifically deals with Early Child Care and Development (ECCD). ECCD provides opportunities for all children aged 0 to 8, including those with special educational needs, to develop to their full potential. ECCD programs and services provide strong foundations for learning, lifelong development and a smooth transition from early childhood education to school. It stipulates that:

- All children from 0 to 8 years of age shall have access to ECCD programs and services.
- Home based parenting education and interventions shall be encouraged through awareness and advocacy programs to cater to children from conception to 35 months of age to promote childcare, health, hygiene, nutrition, and stimulation.
- The Ministry of Education (MOE) shall provide early learning opportunities for children aged 36 to 71 months old.
- Interventions shall be instituted in primary schools to transition children aged 6 to 8 years from ECCD to primary school.

- The establishment and operation of public, private, community and work place-based Crèches and ECCD centers shall fulfil the prescribed standards and guidelines set by the Ministry of Education.
- The Ministry of Education shall regulate the provision of ECCD education services.
- ECCD centers must address the needs of all 36 to 71 months old children and be inclusive of gender, disabilities, socioeconomic backgrounds, or location.
- ECCD centers shall not collect any form of fee or contribution from students/families other than fees approved by the Ministry of Education (MOE).

Chapter 9 (Curriculum, Assessment and Recognition) of the same Policy states that the use of ICT in teaching and learning and is inclusive of gender, special educational needs, socio-economic circumstances and geographic location.

Chapter 11 (Literacy and Lifelong Learning) of the same Policy states that *opportunities shall also be provided to enhance literacy, numeracy, and vocational skills through appropriately resourced educational institutes, distance and online learning.*

**Penal Code of Bhutan.** As per the Penal Code of Bhutan (Sections 205 and 206), a defendant shall be guilty of sexual harassment, if the defendant makes unwelcome physical, verbal or non-verbal abuse of sexual nature. Sexual harassment includes staring or leering, unwelcome touching, suggestive comments, taunts, insults or jokes, displaying pornographic images, sending sexually explicit emails or text messages, and repeated sexual or romantic requests. It also includes behaviors such as sexual assault, stalking or indecent exposure. *(One issues to be noted that GBV is an issue deeply rooted in the Bhutanese society. Prevalence of Violence against Women and Girls conducted by the National Commission of Women and Children (NCWC) in 2017 noted that there have been only 27.5% who have sought help from the service providers while more than 40% of these women have never told or reported the incident of violence.<sup>5</sup> Psychological violence particularly controlling behavior, one of the most common form of domestic violence is also prevalent in the society. Around 35.3% of women and girls experienced one or more forms of controlling behavior including restricting access to health services).*

**Domestic Violence Prevention Act 2013 and the Child Care and Protection Act 2011.** It includes commitment and appropriate redressal and protection measures to eliminate sexual harassment.

**Standard Operating Procedure (SOP) for Case Management for Women and Children in Difficult Circumstances.** This has been developed by the National Commission for Women and Children (NCWC) and provides a comprehensive coordination framework involving all the key service providers and a step-by-step procedure for handling complaints. As such, an individual may also choose to report to the Royal Bhutan Police, the NCWC, health or counselling services or any relevant Civil Society Organization. Walk-in complaints, reporting by telephone and complaints through the Toll-Free Helplines of RBP (113) and the NCWC (1098) are the ways by which individuals can lodge complaints on sexual harassment that occur in any kind of setting (at homes, schools, institutions, shelters, public places, work places, etc.).

**Regulations of Working Conditions 2012.** This requires all employers of companies registered under the Companies Act of the Kingdom of Bhutan 2000 and enterprises with a capital input in excess of 1 million ngultrums, to have a Sexual Harassment Policy and a written complaints procedure for victims to lodge a formal complaint against the harasser.

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<sup>5</sup> Source: Prevalence of Violence Against Women and Girls conducted by the National Commission of Women and Children (NCWC)

### 3.2 Institutions for Environmental and Social Safeguard

#### National Environment Commission (NEC)

The NEC is the highest decision-making body on all matters relating to the environment and its management. It is a cross-ministerial independent body, chaired by the Foreign Minister. The NEC has the authority to designate any ministry, organization, agency, or committee as a competent authority to carry out its functions. The responsibilities can range from the development of sector-specific regulations and guidelines (which must be approved by the NEC for formal adoption), issuance of environmental clearances, monitoring of compliance, imposition of penalties within a specified limit, decisions to halt economic activities in cases of noncompliance, and authority to raise concerns with the NEC in environmentally sensitive situations. Should these competent authorities be unable to resolve disputes or environmental cases, the NEC is to review and decide on these matters. On environmental disputes or noncompliance, the NEC can issue fines and/or suspend or revoke environmental clearances in part or whole, thereby halting project activities. If required, it can also call for the establishment of an environmental tribunal to hear specific environmental disputes. During the environmental clearance processes, public consultations are held with the local communities which account for a certain degree of social considerations.

The Environmental Assessment and Compliance Division (EACD) under NEC is responsible for granting environmental clearances for all activities in the country. The EACD has three clearance lists: green, blue and red. Activities listed under the green list do not require environmental clearance. Activities under the blue list have to undergo an assessment at the Initial Environmental Examination level and follow through other due processes as per the law. Activities under the red list have the highest level of clearance requirements and are subject to environmental impact assessments. **ECCD centers are categorized under the green list, due to which it does not require any environmental clearance.** The Local Government is the competent authority with the mandate to support social welfare as well as to seek necessary environmental clearances from the government and other institutions.

ECCD with the objective to support social welfare, no physical displacements would be made under any circumstances. Since this program is meant for the children in the community, no environmental clearance is required. However, if need arises, the Local Government is mandated to seek clearance after the identification of the site from National Environment Commission (NEC). Procedures for seeking environmental clearance for New Projects are explained in **Annex D**.

### 3.3 Institutional Capacity Assessment to Manage Environmental and Social Impact.

MoLHR and MoE are the IAs of the program and are responsible for in implementing and attaining the objectives of NKRA 7 under 12<sup>th</sup> FYP.

#### MoLHR

The HCRP will support strengthening of MOLHR programs to increase focus on: (i) employment or further steps towards increasing employability post training; and (ii) ensuring that women and youth in rural areas are reached. The program would also provide tailored support to jobseekers across programs and ministries. Gender and rural youth specific subsections in outreach and enrollment sections for relevant MOLHR programs are developed. SDP 2021 developed to provide



right kind of skill and employment to youth has been rolled out by MoLHR. SDP MIS would track enrollment and completion by gender and trainee location prior to training. MoLHR is focused at executing SDP in a manner that the percentages are annual and not cumulative: Year 1 – 30% beneficiaries are female and 20% of beneficiaries are from rural areas; Year 2 – 40% beneficiaries are female and 30% are from rural areas; Year 3 – 40% beneficiaries are female and 30% are from rural areas. **The Technical and Vocational Education and Training (TVET) system in Bhutan goes back to mid 1960s** when technical education was first introduced in the country.

MoLHR has been the key implementing agency for several skilling programs such as Build Bhutan Project (BBP), and the Youth Engagement and Livelihood Program (YELP). The Skills Development Program (SDP) has been prepared as a response to the socio-economic impacts of COVID-19 with the objectives to (i) Provide relevant and quality skills training geared towards enhancing skills and competencies of beneficiaries, (ii) Provide diverse and easy access to skills training, to promote economic activities and entrepreneurship in the immediate time frame through supply of skilled and competent workforce; and (iii) Address aspiration and potential of the target group to tap current and emerging economic opportunities.

Through TVET at the training facilities, MoLHR plans to create job opportunity for the unemployed skilled manpower through YELP. MoLHR, the Department of Employment and Human Resources (DoEHR) is extending the following support services as part of the workforce recovery initiative to support job seekers in transition to work and those unemployed. **The jobseekers and unemployed (as a result of COVID-19 and overseas returnees) are the prime target group**<sup>6</sup>.

The NEC and the local government deals with **E&S management of risks and impacts**. As such, MoLHR does not need any dedicated entity within the ministry for this purpose. The local governments are the key players for planning and development at the local level and provide clearances for projects in their jurisdictions.

**Given the nature of the PforR program, no significant adverse environmental impacts are expected, the program activities fall under “GREEN CATEGORY” and there will be no requirement for environmental clearances.** However, if there is any requirement for Environmental clearances during the implementation of the program, the clearance will be sought from the local government and the NEC and MoLHR will facilitate the processing of clearance from respective agencies. It is learnt that MoLHR is willing to hire required social and environmental consultants as a bridge between itself and the NEC and Local Government for the smooth E&S risks mitigation during implementation of the program at the field level If it is a “requirement” and related cost is covered under the program.

To make citizens aware of the Program, advocacy and awareness measures are being taken through IEC on a regular basis to create awareness of the program and to inform the target group about the different training opportunities available under the plan. Extensive advocacy and promotion activities shall be carried out through printed brochures/pamphlets, Ministry’s website, social media, print/TV media, and other mechanisms. The MoLHR has a dedicated division called the “TVET Promotion Division” for marketing and communications regarding TVET programs. **The first Youth Forum on the Program was conducted on 29th September 2021 in Thimphu.** During the formulation of the project proposal, most consultations and stakeholder engagement were carried out via virtual meetings or telephonic conversations. The Program plans to hire a Media and Communication Officer as part of the Project Management Unit (PMU) for services related to media management, communication, and marketing. Meanwhile, MoLHR undertook series of

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<sup>6</sup> [https://www.molhr.gov.bt/emp\\_service/](https://www.molhr.gov.bt/emp_service/) accessed on 28 September 2021.

consultation with the selected TTIs between 7 - 16 June 2021. The primary aim of the consultation was to assess the institutes' readiness in terms of space, faculty, facilities, and equipment for implementing the SDP program. **Details of the institutes and the facilities available are given at Annex C.**

MoLHR has an existing Grievance Redress System (GRS) within the Ministry. MoLHR also intends to develop an online system for grievance reporting for the Program. The same GRS is used for GBV cases. GBV cases can also be registered with agencies such as the National Commission for Women and Children (NCWC), Royal Bhutan Police (RBP) or Respect, Educate, Nurture and Empower Women (RENEW) and the PMU will work with these agencies to resolve the case.

In view of COVID-19 and the consideration of health and safety of participants, MoLHR has conducted an institute readiness assessment in terms of space, infrastructure, faculty, tools, and equipment. To ensure safe training venue and environment for the participants, safe training institutes have been identified where OHS and COVID-19 protocols will be strictly implemented and monitored. PMU will be responsible to prepare the guideline during the implementation of the program. Also, considering COVID-19, the waste disposal capacity of the institutes has been assessed for the proper disposal of hazardous waste. All the identified institutes have access to waste collection facilities and waste will be managed according to the Waste Prevention and Management Act, 2009 and Waste Prevention and Management Regulation, 2012.

## MoE

Early childhood care and education is known in Bhutan as 'early childhood care and development (ECCD)'. The concept was adopted in the education system of Bhutan since 1990's after Bhutan ratified the convention on the rights of the child (CRC) in 1990.<sup>7</sup> ECCD, a national priority in Bhutan, and was first reflected in the 9th FYP (2002-2007; Planning Commission of Bhutan, 2001). MoE has over 19 years of first-hand experience of successfully running ECCD program. ECCD centers are inclusive of gender, disabilities, socioeconomic backgrounds, or location and address the needs of all children. Different aspects of ECCD centers namely surroundings, building, water, sanitation and hygiene (WASH) facilities, play area, hazards, covered space and materials are taken into consideration before confirmation.

The MoE has prioritized the expansion of ECCD centers; professional development of ECCD facilitators and key ECCD focal persons at all levels of management; supply of ECCD teaching and learning materials; and ECCD-related policy development and advocacy. The National Early Learning and Development Standards (NELDS) is the guiding document for developing curriculum, parenting education and training.

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<sup>7</sup> World Scientific News, Early childhood care and education in Bhutan: an evaluative study; WSN 37 (2016) 279-303, ; EISSN 2392-2192; page 283

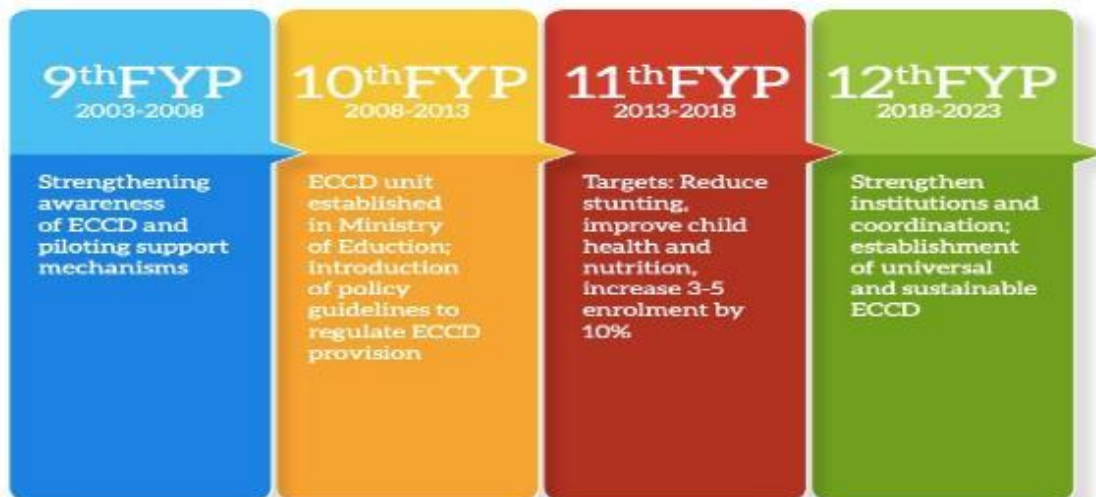


Figure 1 ECCD inclusion in recent Five Year Plans

The operation aims to support the 12<sup>th</sup> FYP goal of expanding access to quality ECCD services to allow for equitable investment in foundational human capital. This includes targeting the urban poor and remote rural areas thus making access to quality ECCD services more equitable. The program will also improve quality by professionalizing the ECCD staff, teachers, facilitators, focal monitors, and program managers and strengthening the quality assurance system. As a higher-level objective, expanded and improved ECCD services will lead to measurable improvements in child development outcomes and on-time school admission rates.

**Given the nature of the PforR program, no significant adverse environmental and social impacts are expected from the program.** The NEC and the local government would deal with **E&S management of risks and impacts.** As such, MoE does not need any dedicated entity within the ministry for this purpose.

The MoE does not have plans to have a separate GRS for the program. The usual practice is that MoE receives the complains if any, directly from the individual/agency affected. Besides, the individual/agency affected can make direct complains to Anti-Corruption Commissions (ACC), e-KaaSel and Prime Minister’s Office (PMO).

The MoE has no plans to come up with a new system to address program related GBV issues. For GBV, Bhutan has NCWC, Respect, Educate, Nurture and Empower Women (RENEW) and Royal Bhutan Police (RBP) that are effective.

The management of waste generated during the training programmes including disposal of hazardous and bio-medical waste such as masks and gloves are subject is subject to the *Standard Operating Procedures (SOP) for Waste Management in the Institutions* set by the NEC that are derived from the Waste Management Strategy (2019) that derives strength from the Waste Prevention and Management Regulation (2012). This plan focuses on “efficient biomedical and hazardous waste management” that is achieved through (i) segregation, (ii) safe disposal and (iii) capacity development.

Bhutan Foundation is working on a Special Education Program aimed at building the capacity of teachers, parents and caregivers that care for children with special needs by offering trainings and workshops. The program also teaches children with special needs skills that could aid them in earning incomes for the future.

### 3.4 The Grievance Redress Mechanism (GRM).

The RGoB, on 26 December 2017, launched an online grievance redressal system where people can express their dissatisfaction, problems and provide feedback on public services offered in the country. Known as **eKaaSel**, the system has been developed to serve as a one-stop platform with the primary objective of streamlining the grievance redressal aspect of service delivery through an online channel of communication. With this system in place, people need not come in person to file their complaints.

The system entertains any complaint and grievance expressed in regards to poor or inefficient services. Over 135 public services are offered with 120 online services and 15 mobile services. All applications will be directed to the Cabinet Secretariat under the Prime Minister 's Office who will assess the application before forwarding it to the concerned ministry or department for further action. A time period would be set within which the complaint related to a ministry would be resolved. **e-KaaSel** encourages more citizen engagement and participation in public services division initiatives towards making public services citizen- centric and strengthen the accountability mechanism in public agencies. To make sure that each and every grievance receives attention, the applicant will be notified by SMS as soon as the application arrives and after the grievance has been addressed. The system is intended to enhance transparency and accountability in public service delivery. Currently, the system captures the existing ten ministries with agency users mapped to the secretaries and head of departments.<sup>8</sup>

The system requires an application to submit verification details, along with a valid mobile number to enable receipt of SMS notification upon submission of the grievance. Using the application ID, the applicant can track the status of the submission. To assist the users in availing the facility, a comprehensive user guide has been developed and available from the **eKaaSel** portal. The applications are directed to the Cabinet Secretariat who assesses the application before forwarding it to the concerned Ministry or Department for further action.

The system is intended to enhance transparency and accountability in public service delivery. The system is monitored by the Public Services and Grievance Redressal Division (PSGRD). The Division generates periodic reports on the system usage and applicability. **eKaaSel** can be accessed from the Citizen Portal- [www.citizenservices.gov.bt](http://www.citizenservices.gov.bt)

On SEA/SH and GBV related matters, there exists a number of channels of reporting incidences. These include: Royal Bhutan Police, the National Commission for Women and Children (NCWC), health or counselling services or any relevant Civil Society Organization. Walk-in complaints, reporting by telephone and complaints through the Toll-Free Helplines of RBP (113) and the NCWC (1098). At the moment MOLHR and MOE do not have their own permanent grievance redress system.

MoLHR has an existing Grievance Redress System (GRS) within the Ministry. The GRS committee, which is chaired by the Director General, Directorate Services meets every month. Grievances, even for this program, can be shared in the suggestion box available at the Ministry or it can be communicated in written form to the Ministry. Additionally, for grievances regarding the program, it can be submitted to the PMU. If it is not resolved at the PMU level, it will be forwarded on to the Division level and further to the Department. If it does not get resolved at the Department level, it will be forwarded to the GRS committee at the Ministerial level. MoLHR also intends to develop an online system for grievance reporting for the Program. The same GRS is used for GBV

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<sup>8</sup> <https://thebhutanese.bt/ekaasel-online-grievance-redressal-system/>

cases. GBV cases can also be registered with agencies such as the National Commission for Women and Children (NCWC), Royal Bhutan Police (RBP) or Respect, Educate, Nurture and Empower Women (RENEW) and the PMU will work with these agencies to resolve the case.

At the moment-MoE does not have a dedicated permanent grievance redress system of its own. The usual practice is that MoE receives the complains if any, directly from the individual/agency affected. Besides, the individual/agency affected can make direct complains to Anti-Corruption Commissions (ACC), e-KaaSel and Prime Minister's Office (PMO).

The MoE has no plan to come up with a new system to address program related GBV issues. For GBV, Bhutan has NCWC, Respect, Educate, Nurture and Empower Women (RENEW) and Royal Bhutan Police (RBP) who are engaged in GBV cases. Given the Low risk rating of the project, GBV prevention may include sensitizing the assigned staffs and carrying out awareness campaigns in the community, ensuring the contractors' workers are trained on GBV prevention and signing of code of conduct.

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

## **SECTION IV: OPERATIONAL PERFORMANCE AND INSTITUTIONAL CAPACITY ASSESSMENT**

### **4.1 Summary of Assessment of Environmental and Social systems – MoLHR and MoE**

The Environmental Assessment and Compliance Division (EACD) under NEC grants environmental clearances for all activities in the country. The EACD has three clearance lists: green, blue and red. Activities listed under the green list do not require environmental clearance. Activities under the blue list have to undergo an assessment at the Initial Environmental Examination level and follow through other due processes as per the law. Activities under the red list have the highest level of clearance requirements and are subject to environmental impact assessments. **ECCD centers are categorized under the green list and do not require any environmental clearance.** The Local Government is the competent authority with the mandate to support social welfare as well as to seek necessary environmental clearances from the government and other institutions. However, if need arises, the Local Government is mandated to seek clearance after the identification of the site from National Environment Commission (NEC).

The MoLHR and MoE have long experience of running TVET and ECCD programs. The local government is accountable for the handling of social issues. As such, MoLHR and MoE are not required to have a setup within the ministry to manage program related E&S issues.

It may be noted that the three core principles' applications are enshrined in the program's DLI 1, 2, 3, 4 and 5 for MoLHR and DLI 6, 7, and 8 for MoE.

#### 4.1.1. Core Principle 1

Core Principle 1 related issues under the program would thus be addressed by various laws, rules and regulations under the watchful eyes of the NEC and local government.

Bhutan has a very effective national level GRS (e-KaaSel; [www.citizenservices.gov.bt](http://www.citizenservices.gov.bt)). MoLHR has an existing Grievance Redress System (GRS) within the Ministry. The ministry also intends to develop an online system for grievance reporting for the Program. The same GRS is also planned to be used for GBV cases beside existing RGoB mechanisms.

MOE does not have a dedicated permanent grievance redress system for the program. To address the program related GBV issues, MoE depends on the existing RGoB systems.

#### 4.1.2. Core Principle 3

The principle applies in terms of the risks related to the health and safety of the trainees and students and the community in the near vicinity during implementation of the training program. However, there is no tangible threat to health and safety on the trainees, students and the local community as the environmental threat footprint is very small and the risk rating is LOW. Whatever little threat exists in terms of e-waste and COVID 19 related wastes (PPE, mask, gloves etc.), these could be effectively managed.

#### 4.1.3. Core Principle 5

The Program addresses the needs of the local communities, particularly women and girls from remote and inaccessible areas to acquire skill and employment and there are specific DLIs to ensure the progress on the issue.

## SECTION V: DISCLOSURE AND CONSULTATIONS

### 5.1 Disclosure

This draft ESSA will be disclosed in-country and on the World Bank's external website, prior to formal appraisal of the relevant PforR, to serve as the basis for discussion and receipt of formal comments.

### 5.2 Stakeholder Consultations

Consultations with IAs, relevant institutions, Program affected peoples, experts, and beneficiaries are essential in the proper planning and preparation of development projects and Programs, to ensure effective identification and assessment of environmental and social effects, and to

recommend measures to improve environmental and social management capacity. Stakeholder consultations are an integral part of the ESSA process and will be carried out consistent with applicable World Bank principles. The Bank has and would continue to engage in other formal and informal consultations as needed prior to finalization of this ESSA and the PforR. The points of discussions intended to collect information as an input for the following activities:

- i. Assessment of relevant environmental and social management systems related to the PforR principles
- ii. Assessment of the capacity and performance related to the environmental and social management procedures and processes relevant to the Program, and past performance on previous Bank Funded operations
- iii. Development of an action plan to enhance environmental and social management capacity and performance of the PforR Program; and
- iv. Development of performance monitoring and implementation support Program.

## **SECTION VI: RECOMMENDATIONS AND ACTIONS**

### **6.1 Compatibility of MoLHR and MoE's environmental and social systems**

The ESSA presented in preceding sections identified the compatibility of the systems of MoLHR and MoE's HCRRP and the core principles of E&S management for PforR investment. The assessment has found the RGoB, MoLHR and MoE's systems are largely compatible by policy and practice but identified some gaps in certain areas, which when addressed would lead to the effective implementation of HCRRP. The ESSA, therefore, recommends addressing institutional capacity constraints and gaps across a range of issues. These recommendations are summarized as actions to be incorporated in the PAP. These options for improvement of the E&S management have been discussed with the implementing agencies.

### **6.2 Recommendation to Strengthen Implementing Agency's E&S Systems.**

The Program's interventions have **low environmental and social risks and impacts**. RGoB's environmental and social Laws, Acts and the Constitution address all related issues identified in the previous sections. Thereby, it can be deduced that the system under which both the IAs would implement the Program is robust enough to manage potential E&S risks and impacts.

But, given PforR implementation is new for MOLHR and MOE, it is of paramount importance that both the Agencies address institutional strengthening and capacity building both for implementing the current Program (with Low environmental and social risk) as well for future Programs and Projects (with higher and more complex risk profile).

The ESSA, therefore, recommends addressing institutional capacity constraints and gaps across a range of E&S management system. These recommendations are summarized as actions to be incorporated in the PAP (Table 2). These options for improvement of the E&S Management System have been discussed with the Implementing Agencies.

**Table 2. Recommendation and Courses of Actions for MOLHR and MOE**

Objectives and Issues	RECOMMENDED MEASURES/ACTIONS
<b>Inclusion of E&amp;S Specialist at the Implementing Agencies (IAs).</b>	Designate/ Assign Environmental and Social Consultant/Focal Point (with ES experience and background) for the Program (separately for the two Ministries). Related cost should be arranged from the program budget.
<b>Citizen Engagement (CE) and Stakeholder Engagement</b>	The IAs could hire one Communication Specialists for the program independently (one for each IA). This Communication Specialists would work with the Civil Society Organizations (CSOs) as directed by the IA and create citizen consensus on the program and communicate citizen’s input to the IAs, thus closing the feedback loop. The Communication Specialists could also assist IAs in identifying and engaging various stakeholders, whenever necessary. Related cost should be arranged from the program budget.
<b>Grievance Redress Mechanism (GRM) including addressing GBV issue</b>	Use and strengthen existing Grievance Redress Mechanism (GRM) including addressing GBV Issues (for both Ministries) or development of a new GRM in absence existing GRM, if necessary
<b>Strengthening of institutional capacity for safeguards management for the IAs</b>	The MoLHR and MoE PMU/PIU will implement program following PforR for the first time. Since the ministries would oversee the activities of E&S management of the program through their PMU/PIU, capacity building (through training on E&S management) of the personnel in the IAs is a necessity. Training for ES personnel will be provided by the Bank if requested
<b>Actions at the TTIs and ECCD centers to offset the adverse effects of COVID 19</b>	To offset the adverse effects of COVID 19 during academic session/training period, the training institutes and ECCD Centers must ensure physical distancing, use of PPE including gloves and mask by the trainers and the trainees alike. To offset space limitation, the training institutes/ECCD Centers could run classes in number of shifts (morning, noon, and afternoon). This needs to be weighed against availability of instructors and support staffs and overhead cost incurred in the process. MoLHR and MoE IAs decision in this regard would guide the TTIs and ECCD Centers.

**SUPPORTING ANNEXES AND REFERENCE DOCUMENTS**

**References:**

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## ANNEX A. Disbursement Linked Indicators, and Verification Protocols

<b>Disbursement Linked Indicators Matrix</b>		
<b>DLI 1</b>	<b>Enhancing Inclusion of MOLHR Programs -Outcome Based, Scalable</b>	
		Allocated Amount (Million USD)
Prior Results	Develop and implement outreach and enrollment strategy sensitive to the needs of women and youth in rural areas for MoLHR programs	1.5
Year 1	30% beneficiaries are female and 20% are from rural areas	1.3
Year 2	40% beneficiaries are female and 20% are from rural areas	1.2
Year 3	40% beneficiaries are female and 20% are from rural areas	0.6
<b>DLI 2</b>	<b>Increased Employability post SDP-Outcome Based, Scalable</b>	
<b>DLI 2</b>	<b>Enhancing Inclusion of MOLHR Programs -Outcome Based, Scalable</b>	
		Allocated Amount (Million USD)
Prior Results	Operational Manual for SDP is designed and approved and SDP MIS functional	0.5
Year 1	20% of trainees are employed (including self-employment and part-time employment) w/in 6 months upon completion of SDP	1.25
Year 2	30% of trainees are employed (including self-employment and part-time employment) w/in 6 months upon completion of SDP	0.75
Year 3	40% of trainees are employed (including self-employment and part-time employment) w/in 6 months upon completion of SDP	0.5
<b>DLI 3</b>	<b>Improved quality of entrepreneurship support- Outcome based, no Scalability</b>	
Year 1	Incubation centers at 5 selected colleges under Royal university of Bhutan - 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) have dedicated managers and business plans	0.3
Year 2	30% of graduates from acceleration and incubation programs are linked to financing opportunities	0.7
Year 3	N/A	
<b>DLI 4</b>	<b>Strengthen delivery systems and coordination to enhance employment support delivery under MOLHR – Outcome Based, Scalable</b>	
Year 1	Strengthen MIS and operational procedures to further enhance intra MOLHR linkages and coordination with other ministries/agencies on employment support and placement	1.25
Year 2	Develop a single intake and profiling window for MOLHR employment support programs	0.75
Year 3	30% of SDP trainees supported through Youth Employment and Livelihood Program (YELP), certificate-based skilling or entrepreneurship support	0.5
<b>DLI 5</b>	<b>Training in climate-responsive initiatives offered to job seekers-outcome based, scalable</b>	
Year 1	N/A	-
Year 2	12% of SDP trainings are in climate-responsive initiative	0.5
Year 3	N/A	-
<b>DLI 6</b>	<b>ICT in Education for learning recovery and improved access - outcome based, scalable</b>	

Year 1	Approval of Action plan, based on Govt approved roadmap, on curriculum digitization and teacher training	0.5
Year 2	<p>A. Improved accessibility and integration of competency-based curriculum for learning recovery</p> <p>Digital contents on core subjects (English, Mathematics, Science, Dzongkha) are developed and hosted on at least two platforms and the contents are made accessible to schools - at least 80% of schools in urban areas and at least 40% of schools in rural areas.</p> <p>B. Improved accessibility and integration of competency-based curriculum for learning recovery</p> <p>1. Teacher training is completed by at least 5000 teachers, in line with ICT competencies outlined in the Bhutan Professional Standards for Teachers (BPST).</p> <p>2. Digital pedagogy competency of targeted teachers improves by at least 20% (over baseline).</p>	<p>4</p> <p>1 for A</p> <p>Urban Areas - 0.5</p> <p>Rural Areas – 0.5</p> <p>3 for B</p> <p>2.5 for B.1</p> <p>0.5 for B.2 after 20% are achieved (rollover)</p>
Year 3	<p>Reduction in Digital Divide in rural areas through improved access to digital learning</p> <p>1. At least 20% more schools (over baseline) have access to remote learning facilities (equipment, connectivity, and trained teachers)</p> <p>2. Awareness and communication materials are developed and disseminated to parents and students</p>	0.5
<b>DLI 7</b>		
<b>Strengthening ECCD training programs for improved child outcomes- outcome based, scalable</b>		
Year 1	National ECCD action plan prepared and approved based on the government roadmap	2.0
Year 2	ECCD training programs for ECCD facilitators, focal monitors and program managers strengthened	1.0
Year 3	<p>Service delivery skills of ECCD facilitators, focal monitors and program managers strengthened</p> <p>DLR is considered achieved when (i) 90% of all ECCD facilitators have been trained in the basic certificate, (ii) 45% of all ECCD facilitators have been trained or are receiving ongoing training for the ECCD diploma. (iii) 50% of focal monitors and program managers have received training to promote effective planning, coordination and monitoring and improvements of ECCD services.</p>	1.0
<b>DLI 8</b>		
<b>Expansion of ECCD in targeted population- outcome based, scalable</b>		
Year 1		
Year 2		
Year 3	Quality ECCD is expanded to 36% of children ages 3-5 and 40% of ECCD facilitators receive an annual supervision and coaching visit aimed at improving their teaching practice	1.0
<b>Verification Protocol Table: Disbursement Linked indicators</b>		

<b>DLI 1</b>	<b>Enhanced Inclusion of MoLHR Programs</b>
Description	Gender and rural youth specific subsections in outreach and enrollment sections for relevant MOLHR programs are developed. Multiple programs can use the same approach. Staff responsible for outreach and implementation trained on these; and associated information, engagement and communication materials produced. SDP MIS tracks enrollment and completion by gender and trainee location prior to training. The percentages are annual and not cumulative: Year 1 – 30% beneficiaries are female and 20% of beneficiaries are from rural areas; Year 2 – 40% beneficiaries are female and 30% are from rural areas; Year 3 – 40% beneficiaries are female and 30% are from rural areas.
Data Source/Agency	<b>Ministry of Labor and Human Resources, Skills Development Program MIS.</b>
<b>DLI 2</b>	<b>Increased Employability post SDP</b>
Description	SDP Operations Manual is developed and at minimum includes sections on outreach, intake, selection and enrollment, attendance tracking, payment, placement support, tracking of outcomes, GRM. SDP MIS has key functionalities of intake, enrollment, profiling and placement into training, payment tracking, and post training outcome tracking in addition to other core program functions. Achievement of results Year 1-3 will be measured annually and are not cumulative based on outcomes of trainees 6 months after program completion: Year 1 – 20% of trainees are employed (including self- and part-time employment); Year 2 – 30% of trainees are employed (including self- and part-time employment); Year 3 – 40% of trainees are employed (including self- and part-time employment).
Data Source/Agency	<b>Ministry of Labor and Human Resources, Skills Development Program MIS.</b>
<b>DLI 3</b>	<b>Improved Quality of Entrepreneurship Support</b>
Description	The achievement of this goal will be measured through the following results: Year 1 – Incubation centers at the following 5 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). have dedicated managers and business plans developed and approved. SDP alumni will be directly linked to these and other incubation centers under MOLHR. The colleges will also have to have in place outreach programs for interested or existing entrepreneurs at community and national levels. The achievement of this DLI will be verified through: a) MOLHR human resources to check that managers are hired and b) internal approval of business plans by MOLHR.  Year 2 – 30% of graduates from acceleration and incubation programs are linked to financing opportunities. Achievement of this result will be measured through presence of MOU between MOLHR and relevant financial entities with provision for business plan financing competition that gives an opportunity to at least 30% of incubation/acceleration trainees to participate.
Data Source/Agency	<b>Ministry of Labor and Human Resources, Skills Development Program MIS.</b>
<b>DLI 4</b>	<b>Strengthen delivery systems and coordination to enhance employment support delivery</b>
Description	Given Bhutan’s vulnerability to both climate and economic shocks it is critical to ensure that programs aimed at supporting jobseekers can promptly adjust to changing economic situation. This can be achieved through having a strong linkage between various types of programs within MOLHR as well as with ministries that provide relevant support outside of MOLHR. The achievement towards this indicator will be tracked through the following results: Year 1 – MIS and operational processes are developed for profiling, referral, and placement of SDP trainees into YELP, certificate-based training and entrepreneurship support

	<p>(acceleration and incubation under MOLHR) post completion of SDP. Achievement of this result will be demonstrated through:</p> <ol style="list-style-type: none"> <li>approved profiling methodology,</li> <li>training of relevant MOLHR staff on profiling and referral with regular training planned for new staff,</li> <li>demonstrable MIS linkages between programs to allow for easy information sharing and ability to observe trainee journey across different programs.</li> </ol> <p>Year 2- MIS linkages and institutional linkages are developed between MOLHR and other relevant ministries. Achievement of this result will be demonstrated through:</p> <ol style="list-style-type: none"> <li>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);</li> <li>MIS linkages will be established with MoAF, Tourism Council and MOE to streamline beneficiary information cross-checking and referrals.</li> </ol> <p>Year 3 – 30% of beneficiaries are support through YELP; certificate-based training or entrepreneurship support with x months after completing training.</p>
<b>Data Source/Agency</b>	<b>Ministry of Labor and Human Resources</b>
<b>DLI 5</b>	<b>Training in climate responsive initiatives offered</b>
Description	<p>Achievement of this indicator will be monitored through the following results:</p> <p>Year 2 – 12% of SDP trainings are in climate-responsive initiatives.</p> <p>The definition of climate responsive initiatives will be agreed upon and described at the appraisal stage.</p>
<b>Data Source/Agency</b>	Ministry of Labor and Human Resources
<b>DLI 6</b>	<b>ICT in Education for learning recovery and improved access</b>
Description	<p>Approval of Action plan, based on Govt approved roadmap, on curriculum digitization and teacher training will be verified through achievement of the following actions: (i) 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; (ii) Instructional guides for all subjects for competency-based curriculum prepared and dissemination.</p> <p>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 on at least two platforms; 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.</p> <p>Improved digital pedagogy competency of teachers will be verified through achievement of the following outcomes: (i) Teacher training is completed by at least 5000 teachers, in line with ICT competencies outlined in the Bhutan Professional Standards for Teachers (BPST); and (ii) Digital pedagogy competency of targeted teachers improves by at least 20% (over baseline).</p> <p>Reduction in Digital Divide in rural areas through improved access to digital learning will be verified through: (i) At least 20% more schools (over baseline) have access to remote learning facilities (equipment, connectivity, and trained teachers); (ii) Awareness and communication materials are developed and disseminated to parents and students.</p>

<b>Data Source/Agency</b>	<b>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</b>
<b>DLI 7</b>	<b>Strengthening ECCD training programs for improved child outcomes, service delivery, and climate education</b>
Description	<p>National ECCD action plan prepared and approved based on the government roadmap DLR will be considered achieved when MoE approves a national action plan for ECCD for next 5 years which includes among other things plans for: (i) human resource development in the MOE to support the scale-up of ECCD services; (ii) budget allocations and financing; (iii) strengthening the training and support provided to new and existing ECCD facilitators, focal monitors and program managers; (iv) a communications outreach campaign; (v) design and implementation arrangements for the ECCD service models; and (vi) strengthening the quality assurance system (including regulation, development/revision of quality standards and monitoring arrangements) for all types of ECCD services, including creches (in collaboration with the NCWC and other ministries).</p> <p>ECCD training programs for ECCD facilitators, focal monitors and program managers strengthened DLR will be considered achieved when the (i) the ECCD training programs (basic certificate and diploma) for ECCD facilitators have been revised to make them more inclusive, ensure alignment with child development outcomes, emphasize quality teaching practices and include climate education. (ii) the training programs for the focal monitors and program managers have been revised to promote effective planning, co-ordination and monitoring of ECCD services (including ECCD knowledge, using planning and monitoring tools, providing feedback to ECCD facilitators and using monitoring datao. Trainings should be consistent with the ECCD facilitator trainings and the National ECCD action plan.</p> <p>Service delivery skills of ECCD facilitators, focal monitors and program managers strengthened DLR is considered achieved when (i) 90% of all ECCD facilitators have been trained in the basic certificate, (ii) 45% of all ECCD facilitators are have been trained or are receiving ongoing training for the ECCD diploma. (iii) 50% of focal monitors and program managers have received training to promote effective planning, coordination and monitoring and improvements of ECCD services.</p>
<b>Data Source/Agency</b>	<b>MOE, National Council for Women and Children (NCWC)</b>
<b>DLI 8</b>	<b>Expansion of ECCD in Targeted Population</b>
Description	Target population for this DLI is children ages 3-5. DLI is considered achieved when (i) 5% of target population (1,950 children) is reached through 30 new integrated ECCD centers and 120 new mobile or home-based ECCD services, (ii) the national census reports ECCD access of at least 36% for children ages 3 to 5 (iii) 40% of ECCD facilitators receive a supervision and coaching visit aimed at improving their teaching practice
<b>Data Source/Agency</b>	<b>MOE, NCWC, NSB</b>

## **ANNEX B: Consultation Meetings held while designing the program by MoLHR and MoE**

### **MoLHR**

During the design and preparation of the Program, MoLHR was unable to have a physical consultation meeting due to COVID protocols. Therefore, they had one to one telephone consultations with the potential partner institutes (public) and agencies directly involved in the program. Consultations were carried out with:

1. TTIs
2. IZCs
3. CZCs
4. JWPTI
5. RITH
6. RDTC
7. NPHC
8. UWICER
9. AMTC
10. RAPA
11. FTM, KGUMSB
12. Paro College, RUB
13. FITI
14. RENEW
15. RTA
16. NFC
17. Agency for Promotion of Indigenous Crafts (**APIC**)
18. Thromde
19. Dratsang Lhentshog

### **MoE**

No external consultations, apart from consultations with the World Bank team have been held till date. The program is still in the preliminary stages of development due to which there have been only internal discussions within the different department and divisions in MoE which include:

1. DCPD
2. DSE
3. ECCD
4. PPD
5. SEN

## Consultation with the Bank during Program preparation and designing

There had been virtual meetings with NEC, MoLHR and MoE and the bank staffs till date that contributed in the development of the ESSA. Table below shows the date, organization and who attended the meetings.

**Table: Summary of Consultation Conducted during ESSA Preparation**

Sl. No.	Consulted With	Date	Officials/ People Participated
1	National Environment Commission (NEC)	06/04/2021	Choden Tshering Suiko Yoshijima S. M. Zulkernine Rekha Shreesh Md Anisuzzaman Bhuiyan Shabbir Ahsan Raisin Akhter Feroz
2	Ministry of Education (MoE)	30/06/2021	Sangay Yangchen T. M. Asaduzzaman S. M. Zulkernine Rekha Shreesh Md Anisuzzaman Bhuiyan Thelma Choi Raisin Akhter Feroz Fatema Samdani Roshni
3	Ministry of Labour and Human Resources (MoLHR)	09/09/2021	Sangay Dorji <a href="mailto:mdorji@molhr.gov.bt">mdorji@molhr.gov.bt</a> Kesang Jigme Tshering Lhamo <a href="mailto:namgayw@molhr.gov.bt">namgayw@molhr.gov.bt</a> Rekha Shreesh Wangchuk Wangchuk S. M. Zulkernine Md Anisuzzaman Bhuiyan Raisin Akhter Feroz



## ANNEX C: Institutional Readiness of TTIs for implementing the SDP program of MoLHR

MoLHR undertook series of consultation with the selected TTIs **between 7 - 16 June 2021** to assess the institutes' readiness in terms of space, faculty, facilities, and equipment for implementing the SDP program. Details of the institutes and the facilities are shown below:

	Institute	Courses	Rating (7 points)	Conducted similar training in the past	Number of Trainer	intake capacity	Theory classroom	Practical classroom/ workshop	Hostel capacity (boys)	Hostel capacity (girls)	Tools and equipment
1	AMTC	Farm machinery Technology (post-harvest)	7	Yes	6	30	5	3	50	30	Available
2	AMTC	Power Tiller repair and maintenance	7	Yes	6	30	5	3	50	30	Available
3	FTM, KGUMSB	Cosmetics product development	4	No	10	15	2	1	0	0	Not available
4	FTM, KGUMSB	Sowarigpa and Wellness	6	Yes	12	25	2	3	0	0	Available
5	IZC-T	Applied Fashion and Technology	5	No	0	239	Available	Available	70	30	Available
6	IZC-T	French language	5	No	0	239	Available	Available	70	30	Not relevant
7	IZC-T	Japanese language	5	No	0	239	Available	Available	70	30	Not relevant
8	IZC-T	Mandarin Chinese Language	5	No	0	239	Available	Available	70	30	Not relevant
9	CZC-T'yangtse	Jewellery design and development	4	No	0	186	Available	Available	82	82	Not available
10	CZC-T'yangtse	Product packaging	4	No	0	186	Available	Available	82	82	Not available
11	CZC-T'yangtse	Western Garment Tailoring	5	No	0	186	Available	Available	82	82	Available
12	JWPTI	Data mining	4	No	0	186	Available	Available	192	192	Not available
13	JWPTI	Digital marketing	4	No	0	186	Available	Available	192	192	Not available
14	JWPTI	Foundational Artificial Intelligence (AI)	4	No	0	186	Available	Available	192	192	Not available
15	JWPTI	Graphic Design and Multimedia	4	No	0	186	Available	Available	192	192	Not available
16	JWPTI	Hydro-power instrumentation	7	Yes	1	186	Available	Available	192	192	Available
17	JWPTI	Online freelancing	4	No	0	186	Available	Available	192	192	Not available
18	JWPTI	Power Cable Trenching and Laying	7	Yes	1	186	Available	Available	192	192	Available
19	JWPTI	Retail and Online Business	4	No	0	186	Available	Available	192	192	Not available
20	JWPTI	Software Development & Programming (python and JavaScript)	4	No	0	186	Available	Available	192	192	Not available
21	JWPTI	Solar Power Technology	6	No	1	186	Available	Available	192	192	Available
22	JWPTI	Transformer Repair & Maintenance	7	Yes	1	186	Available	Available	192	192	Available
23	JWPTI	Transmission and Distribution	7	Yes	1	186	Available	Available	192	192	Available
24	JWPTI	Upholstery design and making	7	Yes	2	186	Available	Available	192	192	Available
25	JWPTI	Webpage development and design	4	No	0	186	Available	Available	192	192	Not available
26	JWPTI	Wood based product design and development	6	No	2	186	Available	Available	192	192	Available

27	NPHC	Food packaging	5	Yes	14	50	1	1	0	0	Not available
28	RAPA	Choreography (traditional and contemporary)	7	Yes	4	15	4	1	14	25	Not relevant
29	RDC	Agro-based Food Processing and Production	6.5	Yes	2	30	5	1	35	35	Partially available
30	RDC	Dairy product development	6.5	Yes	2	30	5	1	35	35	Partially available
31	RDC	Floriculture	6	Yes	4	30	5	1	35	35	Not relevant
32	RDC	Poultry Production	6.5	Yes	2	30	5	1	35	35	Partially available
33	RDC	Vegetable production	7	Yes	4	80	5	1	35	35	Not relevant
33	RDC	Mushroom production	7	Yes	4	80	5	1	35	35	Not relevant
34	RENEW	Home Care	7	Yes	7	20	2	3	20	30	Available
35	RENEW	Old age Care	7	Yes	7	20	2	3	20	30	Available
36	RITH	Bakery and Confectionery	6	Yes	1	60	not adequate	not adequate	NR	NR	Available
37	RITH	Barista	4	Yes	3	0	not adequate	not adequate	NR	NR	Available
38	RITH	Bhutanese Food Production	4	Yes	5	0	not adequate	not adequate	NR	NR	Available
39	RITH	Chocolate and confectionary	4	Yes	1	0	not adequate	not adequate	NR	NR	Partly Available
40	RITH	Culinary Arts	4	Yes	5	0	not adequate	not adequate	NR	NR	Available
41	RITH	Event Management	4	Yes	1	0	not adequate	not adequate	NR	NR	Available
42	RITH	Fast food	3.5	Yes	5	0	not adequate	not adequate	NR	NR	Partially Available
43	RITH	Food & Beverage Services	3	Yes	3	0	not adequate	not adequate	NR	NR	Available
44	RITH	Front Office & Reservation	4	Yes	1	0	not adequate	not adequate	NR	NR	Available
45	RTA	Traditional Weaving	7	Yes	3	20	Available	Available	NR	NR	Not relevant
46	RUB	Early Childhood Care and Development	7	Yes	3	25	Available	Available	NR	NR	Not relevant
47	TTI-C	Blockchain Developer	4	No	0	288	Available	Available	192	96	Not available
48	TTI-C	Cloud Computing	4	No	0	288	Available	Available	192	96	Not available
49	TTI-C	Copywriting	4	No	0	288	Available	Available	192	96	Not available
50	TTI-C	False Ceiling	6	No	2	288	Available	Available	192	96	Available
51	TTI-C	Game design and development	4	No	0	288	Available	Available	192	96	Not available
52	TTI-C	Interior Design	4	No	0	288	Available	Available	192	96	Not available
53	TTI-C	Landscape Design and Management	5	No	0	288	Available	Available	192	96	Not relevant
54	TTI-C	Structural Glazing	6	No	2	288	Available	Available	192	96	Available
55	TTI-K	Business Information System Development	4	No	0	212	Available	Available	192	96	Not available
56	TTI-K	Cyber and Network Security	4	No	0	212	Available	Available	192	96	Not available
57	TTI-K	Internet of Things (IoT)	4	No	1	212	Available	Available	192	96	Not available
58	TTI-K	Lighting and sound technology	5	No	2	212	Available	Available	192	96	Not available
59	TTI-K	Metal Art Design and Fabrication	5.5	No	2	212	Available	Available	192	96	Partly available
60	TTI-K	Security System Integration	5	No	2	212	Available	Available	192	96	Not available

61	TTI-R	Animation 2D	4	No	0	240	Available	Available	192	192	Not available
62	TTI-R	Animation 3D	4	No	0	240	Available	Available	192	192	Not available
63	TTI-R	Digital Cable TV Technology	5	Yes	0	240	Available	Available	192	192	Available
64	TTI-R	Graphic & Digital Art Imaging	4	No	0	240	Available	Available	192	192	Not available
65	TTI-R	Information Technology and Networking	7	Yes	2	240	Available	Available	192	192	Available
66	TTI-R	IT Application Development	4	No	0	240	Available	Available	192	192	Not available
67	TTI-R	Machine Learning and Data Science (Data Analytics)	4	No	0	240	Available	Available	192	192	Not available
68	TTI-R	Melamine polishing	5	No	1	240	Available	Available	192	192	Available
69	TTI-R	Mobile Application Development	4	No	0	240	Available	Available	192	192	Not available
70	TTI-R	Music and sound production	4	No	0	240	Available	Available	192	192	Not available
71	TTI-R	Photography and Design	4	No	0	240	Available	Available	192	192	Not available
72	TTI-R	VFX and special Effects	4	No	0	240	Available	Available	192	192	Not available
73	TTI-R	Wooden furniture design and making	7	Yes	1	240	Available	Available	192	192	Available
74	TTI-S	Auto Electrical	7	Yes	3	161	Available	Available	40	20	Available
75	TTI-S	Auto Mechanic heavy vehicle	7	Yes	2	161	Available	Available	40	20	Available
76	TTI-S	Drone Technology	4	No	0	161	Available	Available	40	20	Not available
77	TTI-S	Electronic Repair and Maintenance (Mobile, watch, TV)	4	No	0	161	Available	Available	40	20	Not available
78	TTI-S	Heavy Vehicle Driving	7	Yes	3	161	Available	Available	40	20	Available
79	TTI-T	3D printing	4	No	0	132	Available	Available	NR	NR	Not available
80	TTI-T	Auto Mechanic light vehicle	7	Yes	4	132	Available	Available	NR	NR	Available
81	TTI-T	Auto Painting	7	Yes	1	132	Available	Available	NR	NR	Available
82	TTI-T	Auto Panel Beating	7	Yes	1	132	Available	Available	NR	NR	Available
83	TTI-T	Foundational Mechatronics	5	No	0	132	Available	Available	NR	NR	Available
84	TTI-T	Heating, Ventilation and Air Conditioning (HVAC)	6	No	1	132	Available	Available	NR	NR	Available
85	TTI-T	Home Appliance Repair and Maintenance	5	No	0	132	Available	Available	NR	NR	Available
86	TTI-T	Lift repair and maintenance	5	No	0	132	Available	Available	NR	NR	Available
	TTI-T	Electric Car Repair and Maintenance	4	No	1	132	Available	Available	NR	NR	Not available
87	TTI-T	Refrigeration and Air Conditioning (RAC)	7	Yes	1	132	Available	Available	NR	NR	Available
88	UWICER	Nature Guiding	7	Yes	15	40	1	1	25	25	Adequate
89	UWICER	Trekking Guiding	6	No	15	40	1	1	25	25	Adequate

## ANNEX D: Procedures for seeking environmental clearance for New Projects

### STEP 1

#### Procedure for seeking an Environmental Clearance (EC)

Check if the project requires EC

If the proposed project is listed under the “**Green Category**” then the activity will not be subjected to Environmental Assessment (EA) process. However, exempted activities must obtain approvals/clearances/development consents from concerned agencies as required under relevant Legislation.

1. If the proposed project is listed under the “**Blue Category**” then the activity shall be assessed at Initial Environmental Examination (IEE) level by Designated Competent Authority or NECS as applicable
2. If the proposed project is listed under the “**Red Category**” then the activity will have to undergo Environmental Impact Assessment (EIA). The activities under Red list shall be reviewed by the NECS.
3. If the proposed project is not listed under any of the above-mentioned categories, then the activity shall be assessed at IEE level and shall be reviewed and assessed by NECS.

### STEP 2

#### The proposed project requiring EC will be subjected to Initial Environmental Examination (IEE) or Environmental Impact Assessment (EIA).

- **For blue category projects, the following shall apply:**
  4. [Check Here](#) whether specific IEE form is available for the proposed project. If yes, fill up those IEE forms. If no, fill up IEE form for General Projects 2017.
  5. Submit duly filled IEE form to the concerned Competent Authorities (CAs) for review and assessment for delegated projects or forward the application to the relevant CAs or to the National Environment Commission Secretariat (NECS) if not delegated/listed under their competency.
  6. For red category projects the following shall apply:
    - **For red category industrial projects, the following shall apply:**
      7. [Check Here](#) to download the EA form for red category industrial projects.
      8. Forward duly filled EA form to National Environment Commission Secretariat through Environment Unit, Department of Industry, MOEA.
    - **For red category projects excluding industrial projects, the following shall apply:**
      9. An applicant submits the draft terms of reference (TOR) to the concerned CA for review and assessment.
      10. CA must forward the draft TOR to the NECS for endorsement.
      11. The NECS will issue the endorsed TOR to the applicant and share a copy with the CA.
      12. Based on the TOR endorsed by NECS, the applicant will prepare EIA report.
      13. The applicant will submit the EIA report to the CA. The CA will forward the EIA report to the NECS for review and assessment.

### STEP 3

#### Assessment and Review of applications by CAs/NECS:

- Administrative staff or officer will review completeness of the application as per the Checklist for processing Environmental Clearance and Renewal.
- If the documents submitted are not in line with the checklist, communicate in writing to the applicant.
- If the documents submitted are in line with the checklist, remit application fees as per the Fee schedules to cover the cost of Administering the Environmental Assessment Act 2000 to the Accounts/Revenue Section who will issue Revenue Money Receipt (RMR).
- Submit a copy of RMR along with the application to CA/NECS.
- Administrative staff or officer will acknowledge the receipt of an application within 2 working days from the receipt of an application.
- Administrative staff or officers will maintain record of the application/project.
- Concerned officer will assign the application to a reviewing officer.
- For red category projects, the reviewing officer in consultation with the Head of the Environment Assessment and Compliance Division (EACD) will make a public announcement through official webpage for one month for public comments.
- The reviewing officer shall declare conflict of interest, if any.
  
- Reviewing officer will assess the application as per Chapter III of Regulation for Environmental Clearance of Projects (RECOP) 2016, as follows:
  - Review the application as per the reviewer's guideline
  - Conduct site visit. Secretariat may also request relevant CA to conduct site visit where appropriate.
  - Seek additional information. If applicant requests clarification on the additional information, provide clarification/assistance in person/or electronically. Concerned officer will verify and sign the letter seeking the additional information.
  - The applicant shall ensure that the additional information sought is submitted within **three months for blue category projects and one year for red category projects** from the date of request for additional information.
  - The reviewing officer will update on the status of the application.
  - Upon completion of review process, the reviewing officer shall submit the application for decision.

### STEP 4

#### Decision on EC by NECS

- The Chief, EACD will prepare an agenda for the Environment Assessment and Technical Committee (EATC) meeting, which is conducted fortnightly Tuesdays.
- The reviewing officer will prepare EATC paper as per the EATC form and present to the EATC.
- The EATC will make a decision to issue/reject EC or subject the application for further studies and review.

- To make a decision on the application, a minimum quorum of two-third of its total members is required.
- The EACD will maintain minutes of the EATC meeting inclusive of project details, EATC decision and follow up action.
- For red category projects, public announcement will be made as per Section 28 of the EA Act 2000.
- Communicate the decision of the EATC to the applicant:
- If EC is approved, reviewing officer will seek legal undertaking from the applicant within seven working days from the date of decision. Also, provide update to administrative staff on the status of the application.
- If legal undertaking is received within seven days, issue EC.
- If legal undertaking is not submitted within the deadline, the application will be referred back to the EATC for directive.
- Any appeal regarding decision on EC may be dealt in line with section 86 of RECOP, 2016.
- The EATC may subject those projects submitted using IEE forms to EIA. In such case, the applicant shall follow Step 2 (b) above.

#### **STEP 5**

##### **After issuance of EC (NECS)**

- Hand over project file/application file to administrative staff for further action (updating EC register, record keeping and archiving).
- EACD shall prepare/develop monitoring plan and accordingly conduct compliance monitoring of the projects. Tour reports from the compliance monitoring will be verified by Chief and filed by administrative staff.
- In case of non-compliance or violations, take the following actions as per Chapter VII of RECOP 2016:

ANNEX D: Procedures for seeking environmental clearance for New Projects

**Source:** <http://www.nec.gov.bt/services/1>



## ANNEX E: Stakeholder Consultation

**MoLHR - 20 and 21 October 2021 and MoE – 28 October 2021; Virtual meeting**

**Time: 10:00 AM to 11.00 AM**

The World Bank, Dhaka Office ESSA Team conducted a virtual stakeholder consultation on 20 and 21 October 2021 with different stakeholders including the MoLHR officials. MoLHR Department of Technical Education Specialist Mr. Sangay Dorji made a short presentation of Skills Development Plan of the RGoB to bring the audience in the same footing. Following his presentation, the Bank team made another presentation to educate the audience on the findings of the ESSA and the suggested actions to be included in the Project Action Plan. Later the meeting was opened for discussion. The same sequence was followed with stakeholder consultation where MoE and related stakeholders participated from 10 am to 11 am on 28 October 2021. Ms. Sangay Yangchen, the focal point of MoE made a short presentation informing the audience about the MoE run ECCD program under PforR. Five stakeholders asked different questions; six questions were directed towards MoLHR while five questions were directed towards MoE matters affecting the program. Officials from the MoLHR, MoE and World Bank ESSA team replied.

The main discussion issues and reply given are narrated below:

### Key discussion issues and replies in the Meeting -MoLHR

**20 and 21 October 2021**

Serial	Name and Appointment	Issue Raised	Reply from Ministry/ESSA Team
1.	Ms.Tashi Wangmo, Specialist, Livelihood Project Respect, Educate, Nurture & Empower Women (RENEW) 20 October 2021	Whether any private organization /NGO would be involved with Waste Management or not?  GBV cases are something that the Bhutanese society lives with. Did the Bank staff physically evaluate the capacity of the RGoB and the ministry in having an effective GRM and handling GBV issues?	Mr. Sangay Dorji, Specialist, Department of Technical Education, MoLHR replied that MoLHR has carried out a survey between 7 - 16 June 2021 where 89 TTIs have been selected in view of the institutes' readiness in terms of space, faculty, facilities, and equipment for implementing the SDP program. This also includes their capability to handling industrial, medical and municipal waste. As such waste management would be handled under the existing Waste Prevention and Management Regulation (2012) that promote the principles of 3Rs (reduce, reuse, and recycle).  On the GRM and GBV matters, the bank staffs informed that owing to movement restrictions by RGoB and the Bank, the ESSA team could not visit Bhutan to have on ground assessment on these matters. However, there were extensive discussion with the ministries on the matter. The RGoB, on 26 December 2017, launched an online grievance



Serial	Name and Appointment	Issue Raised	Reply from Ministry/ESSA Team
			<p>redressal system where people can express their dissatisfaction, problems and provide feedback on public services offered in the country. Known as <b>eKaaSel</b>, the system has been developed to serve as a one-stop platform with the primary objective of streamlining the grievance redressal aspect of service delivery through an online channel of communication. The system is very effective and the citizens are satisfied with its outcome. On SEA/SH and GBV related matters, there exists a number of channels of reporting incidences. These include: Royal Bhutan Police, the National Commission for Women and Children (NCWC), health or counselling services or any relevant Civil Society Organization. Walk-in complaints, reporting by telephone and complaints through the Toll-Free Helplines of RBP (113) and the NCWC (1098). It is heartening to note that MoLHR has developed a 'Stand Alone' GRM including an online platform that would also address GBV and SEA/SH matters. MoE is also encouraged to adopt similar measures as adopted by MoLHR.</p>
2.	<p>Karma Sonam, Director, Rural Development Training Center, MoAF 20 October 2021</p>	<p>What would be the Reporting Mechanism for initiating implementation reports? Would it be centralized at the ministry level? What would be the role of TTCs/Training Institutions?</p>	<p>Mr. Sangay Dorji, Specialist, Department of Technical Education, MoLHR informed that the matter will be handled by the ministry centrally and it will not trickle down to the implementation level.</p>
3.	<p>Tshewang Lhamo, Senior Program Officer, National Commission for Women and Children (NCWC)</p>	<p>If the courses have been identified based on Gender Disaggregated Data or not.</p> <p>How conducive would be the training environment to reduce the risk of dropouts by female participants?</p>	<p>Mr. Sangay Dorji, Specialist, Department of Technical Education, MoLHR informed that the courses have been identified not only following gender disaggregated data but a lengthy exercise was conducted by MoLHR on Skill Development Plan (SDP), Build Bhutan Project (BBP), and the Youth Engagement and Livelihood Program (YELP) and Technical and Vocational Education and Training (TVET) beside taking inputs from the potential job providers so to increase chances of employability upon completion of training. The Cabinet has already approved the courses and the youth including women, adolescent girls would be benefitted from these courses.</p> <p>The TTIs have already been instructed to maintain a conducive environment at the Training Centers so that there is no dropout of female trainees for mismanagement on the part of the TTIs.</p>

Serial	Name and Appointment	Issue Raised	Reply from Ministry/ESSA Team
<b>Key discussion issues and replies in the Meeting - MoE</b> <b>28 October 2021</b>			
1.	Pema Tshomo, Representative UNICEF	<p>UNICEF wanted to be included in the project as they too are implementing a program called a multi-sectoral roadmap and wanted clarifications on whether the current plans for the ECCD were part of this multi-sectoral roadmap, or whether this was a separate project.</p> <p>Is the National ECCD Plan different from the National Multisectoral Strategic Action Plan?</p>	<p>Mr. Karma Gayleg, ECCD, MoE replied the question. He informed that National ECCD Action plan originates from the National Multisectoral Strategic Action Plan. MoE is addressing the ECCD program financed by the World Bank.</p>
2.	Lham Tshering, Thimphu Dzongkhag	<p>The ECCD program is being scaled up. However, ECCD Centers do not have adequate facilitators to conduct the program. How about somebody from RCSC appointing facilitators for the program in the rural areas?</p> <p>District Education Officers (DEOs) are concerned because of non-operational ECCD centers around the country. Around 150 ECCDs are still vacant.</p> <p>How the MoE is planning to address the Environmental and Social concerns of ECCD program?</p>	<p>Mr. Karma Gayleg, ECCD, MoE informed the House that this is truly a genuine concern that is haunting MoE too. As of now some 150 ECCD Centers are not operational for over a year. MoE is presently engaging with the Royal Civil Service Commission (RCSC) and Ministry of Finance (MoF). MoE is working out arrangement to balancing fund within the ministry to recruit facilitators. MoE is also working on how these funds could be re-allocated.</p> <p>Mr. Karma noted that MoE is working with NCWC and MoH on matters of strengthening Health, Nutrition and Protection issues of the students of ECCD and others associated with the program. He informed that MoE is working on attaining the environmental benchmark at the ECCD Centers. Reliance on PLASTIC TOYS have already been reduced and MoE is promoting self-reliance whereby things acquired from Bhutan are given preference as training aids.</p>
3.	Pema Tshomo, Representative UNICEF	<p>What would be criteria for selecting E&amp;S and Communication Specialists in the IAs as suggested in the ESSA recommendations?</p> <p>How is the IA constituted?</p>	<p>The bank Staffs replied that these specialists are recommended to be employed from the program fund to act as a bridge between the ministry and the field level and feed the ministry on violations/risks involving environmental and social matters. The Communication specialist would also act as a bridge between the ministry and the CSO/CBO and the community and educate the community of the program of the ministry and give feedback to the ministry on people's perception of how efficiently the program is managed.</p>

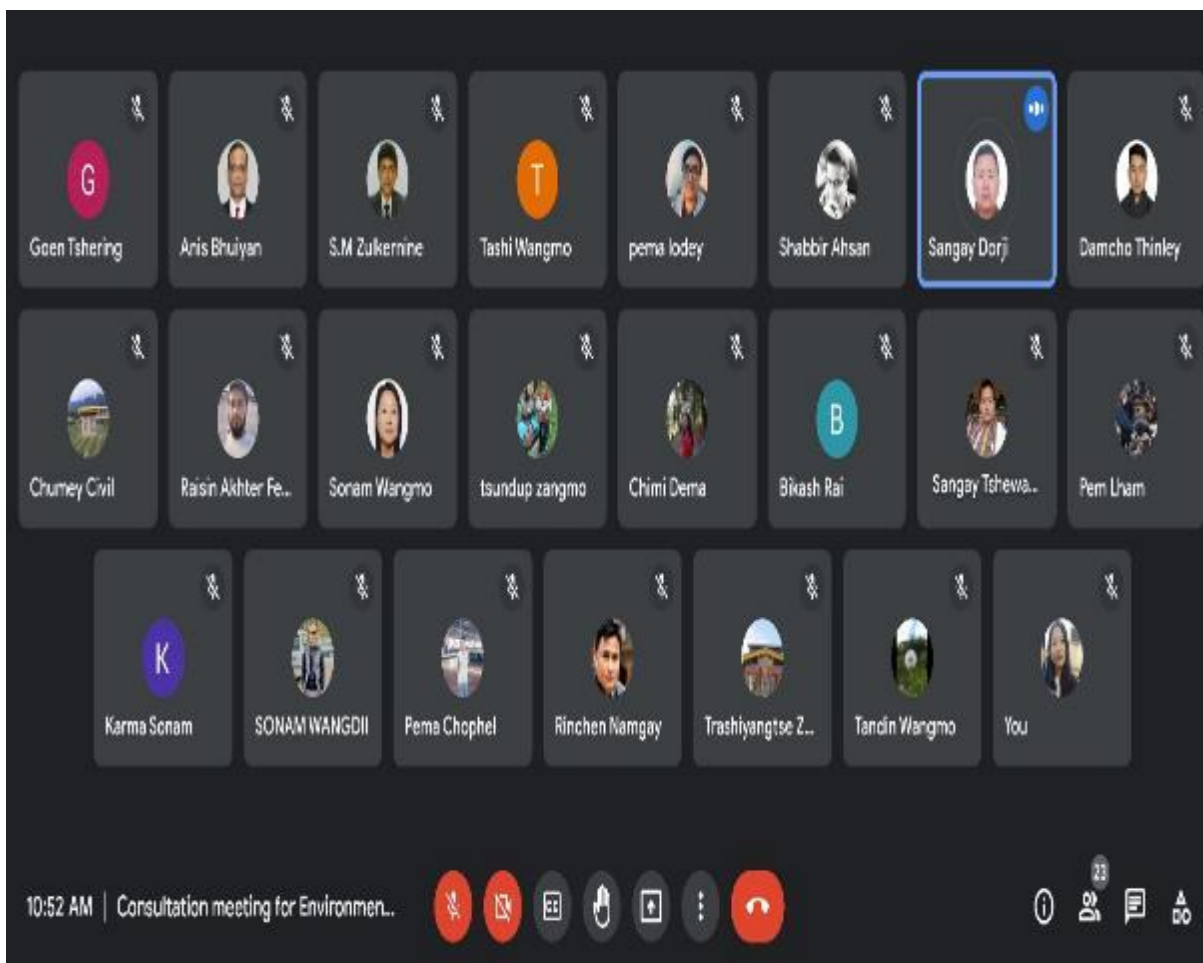
Serial	Name and Appointment	Issue Raised	Reply from Ministry/ESSA Team
			<p>When agreed upon, MoLHR and MoE would advertise specifying selection criteria and academic qualifications through a “Terms of Reference’ for the Specialists. The Bank Staffs are ready to support the ministries in this regard.</p> <p>The Bank staffs informed that this was solely the issue of MoLHR and MoE. Work of IA is an operational matter. Generally, a Project Director (PD) is chosen and he/she is assisted by a Deputy Project Director (DPD) and other staffs. The specialists report to the IA for their action. The Bank Task Team Leader (TTL) works out the monitoring and evaluation (M&amp;E) mechanism of the program with the ministries.</p>

## Pictures of Virtual Consultation Meetings

20 Oct 2021 - MoLHR



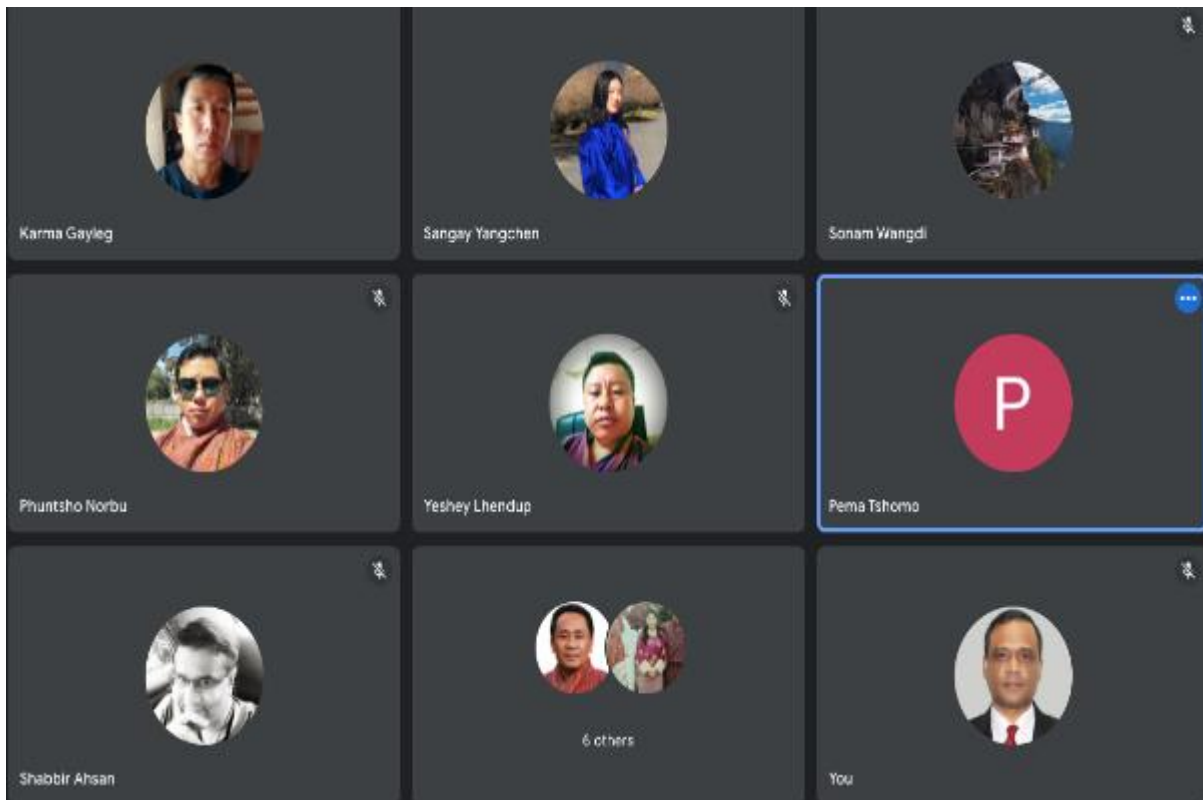
21 Oct 2021 - MoLHR





## Pictures of Virtual Consultation Meetings

28 Oct 2021 - MoE



### List of Key Stakeholders Consulted -MoLHR

20 Oct 2021

Sl. No.	Name	Designation	Organization/Agency
1	Sangay Dorji	Specialist	Department of Technical Education, MoLHR
2	Damcho Thinley	Sr. Program Officer	Department of Technical Education, MoLHR
3	Kezang Pelden	Program Officer	Department of Technical Education, MoLHR
4	Pelden Tshering	Training Director	JWPTI-Dekiling, MoLHR
5	Kinley Penjor	Principal	College of Zorig Chusum, T'Yangtse
6	Youten Pelzang	Principal	Technical Training Institute-Khuruthang
7	Sonam Wangdi	Principal	Technical Training Institute-Rangjung
8	Sonam Wangmo	Principal	Technical Training Institute-Thimphu
9	Pema Tshering	Principal	Technical Training Institute-Chumey
10	Sangay Tshewang	Principal	Technical Training Institute-Samthan
11	Karma Sonam	Director	Rural Development Training Center, MoAF
12	Chimi Dema	Lecturer	Paro College of Education, RUB
13	Ugyen Dorji	Lecturer	Royal Institute for Tourism & Hospitality
14	Tsendup Zangmo	Instructor	Agricultural Machinery Training Center, MoAF
15	Pem Lham	Instructor	Agricultural Machinery Training Center, MoAF
16	Pema Loday	Adm. Officer	Agency for Promotion of Indigenous Crafts
17	Tashi Wangmo	Specialist	Respect, Educate, Nurture & Empower Women (RENEW)
18	Pema Chopel	Program Officer	Royal Textile Academy (RTA)
19	Rinchen Namgay	Program Coordinator	Ugyen Wangchuck Institute for Conservation & Environment Research (UWICER)
20	Bikash Rai	Program Coordinator	Thimphu Techpark
21	Tandin Wangmo	Consultant	World Bank

**21 Oct 2021 - MoLHR**

Sl. No.	Name	Designation	Organization/Agency
1	Sangay Dorji	Specialist	Department of Technical Education, Ministry of Labour and Human Resources
2	Damcho Thinley	Sr. Program Officer	Department of Technical Education, Ministry of Labour and Human Resources
3	Kezang Pelden	Program Officer	Department of Technical Education, Ministry of Labour and Human Resources
4	Tandin Wangmo	Consultant	World Bank
5	Tenzin Wangchuk	Manager	Bhutan Chamber of Commerce and Industry
6	Choki Gyeltshen	Manager	Bhutan Chamber of Commerce and Industry
7	Tenzin Gyeltshen	Program Officer	National Film Commission
8	Sonam Tobgay	Legal Officer	National Film Commission
9	Singye Wangmo	Chief Program Officer	National Film Commission
10	Dechen Tshering	Chief Post Production Officer	National Food
11	Ugyen	Director	Greener Ways
12	Tshewang Lhamo	Sr. Program Officer	National Commission for Women and Children
13	Keshab Pradhan	Acting Executive Director	Guide Association of Bhutan
14	Drungtsho Sangay Wangdi	Dean	Faculty of Traditional Medicine.
15	Sonam Jamtsho	Head, Infra Division	Construction Development Corporation Limited

**List of Key Stakeholders Consulted -MoE**

**28 Oct 2021**

Sl. No.	Name	Designation	Organization/Agency
1	Sherub Phuntsho	Chief ECCD & SEN	MoE
2	Mr. Karma Gayleg	ECCD & SEN	MoE
3	Yeshey Lhendup		DSE



4	Sangay Tshering		DCPD
5	Phuntsho Norbu		DCPD
6	Tshering Penjor		Haa Dzongkhag
7	Pema Tshomo		Representative, UNICEF
8	Lham Tshering		Thimphu Dzongkhag
9	Yeshey Lham		NCWC
10	Sangay Yangchen		PPD
11	Sonam Choden Wangdi		World bank Consultant