



Republic of the Marshall Island

Education and Skills Strengthening Project (ESSP)

Project Operation Manual

July 2022

The Republic of the Marshall Island
Ministry of Education, Sports and Training
PO Box 3
Majuro, Marshall Island

Abbreviations

ADB	Asian Development Bank
ALMP	Active Labor Market Policy
A/RAP	Abbreviated Resettlement Plans)
Cat-DDO	Catastrophe Deferred Drawdown Option
CERC	Contingent Emergency Response Component
CFA	Compact of Free Association
CIU	Central Implementation Unit
CMI	College of the Marshall Islands
CMU	Country Management Unit
COVID-19	Coronavirus Disease 2019
CSG	Compact Sector Grant
DA	Designated Account
DIDA	Division of International Development Association
DPO	Development Policy Operation
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ESCP	Environmental and Social Commitment Plan
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standards
E&S	Environmental and Social
FCS	Fragile and Conflict-affected Situations
FM	Financial Management
FMIS	Financial Management Information System
GVB	Grievance Redress Mechanism
GDP	Gross Domestic Product
GRM	Grievance Redress Mechanism
GoRMI	Government of the Republic of the Marshall Islands
HCI	Human Capital Index
HLO	Harmonized Learning Outcomes
HT	Human Trafficking
ICR	Implementation Completion and Results Report
ICT	Information and Communication Technology
IFR	Interim Financial Report
ILO	International Labor Organization
IPF	Investment Project Financing
IQBE	Improving the Quality of Basic Education
ISCO	International Standard Classification of Occupations
LAYS	Learning Adjusted Years of Schooling

LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MISAT	Marshall Islands Standards Assessment Test
MOEST	Ministry of Education, Sports, and Training
MOFBPS	Ministry of Finance, Banking and Postal Services
MOU	Memorandum of Understanding
NTC	National Training Council
OHS	Occupational Health and Safety
PAD	Project Appraisal Document
PDO	Project Development Objective
PIC	Pacific Island Country
PIC9	Nine Pacific Island Countries
PIU	Project Implementation Unit
POM	Project Operations Manual
PPA	Project Preparation Advance
PPSD	Project Procurement Strategy for Development
PSC	Project Steering Committee
PSS	Public School System
RMI	The Republic of the Marshall Islands
RMIEPA	Marshall Island Environmental Protection Agency
RPL	Recognition of Prior Learning
RF	Results Framework
SEA/SH	Sexual exploitation and abuse/sexual harassment
SEG	Supplemental Education Grants
SEP	Stakeholder Engagement Plan
SEAP	Stakeholders Engagement Action Plan
SOE	Statement of Expenditure
SOP	Standard Operating Procedure
STEP	Systematic Tracking of Exchanges in Procurement
TC	Tropical Cyclone
TSLB	Teacher Standard and Licensing Board
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
VAC	Violence Against Children
WASC	Western Association of Schools and Colleges
WUTMI	Women United Together Marshall Island

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1. Introduction

The International Development Association (the World Bank) and the Republic of the Marshall Islands have agreed to a US\$ 10 million grant to finance the Education and Skills Strengthening Project (ESSP). The World Bank will make the grant available to the RMI as per the conditions set forth in the Financial Agreement (FA). The FA was signed by RMI Minister of Finance on 25-Feb-2021 and by the World Bank Acting Country Director on 09-Feb-2021. This Project Operations Manual (POM) is part of the dated covenants of the FA.

This POM contains the project description, guidelines, and protocols, for project implementation including:

1. A detailed description of all project activities, their sequencing, and the timetable;
2. Roles and responsibilities of participating institution and stakeholders;
3. Project administrative, financial, accounting, auditing, procurement, and disbursement procedures, including all relevant standard documents; and
4. Guidelines and operating procedures for the governance, monitoring, evaluation, and program management.
5. Systems of reporting requirements for effective implementation of the project

The rules and procedures described in this document are aligned with the provisions of the FA. In case of any discrepancy between the terms of the POM and the terms of the FA, the terms set forth in the FA prevail, and the POM shall be adjusted accordingly.

The POM aims to:

1. Provide the necessary tools to guide all relevant stakeholders on their key roles and functions for the ESSP implementation, coordination, and oversight.
2. Ensure common understanding by all stakeholders of the interpretation and application of implementation guidelines to achieve process consistency, timeliness, and accuracy.
3. Support a communications strategy that informs stakeholders about the ESSP to promote their effective involvement and to facilitate transparency, equity, compliance, and accountability

Structure of the Project Operational Manual

The first chapter introduces the POM, key dates, and contacts of authorized representatives. The second chapter provides a description of the project development objective and key indicators, project beneficiaries, description of project components, cross cutting themes and guiding principles. The third and fourth chapters provide details around project implementation principles and institutional arrangements. Chapters 5-10 present environmental and social (E&S) risk management, project grievance management monitoring and evaluation, financial management, procurement, and record management. Chapters 11 to 20 present a detailed description, roadmap, and operationalization of all four ESSP components.

Procedures for Effecting Changes to the POM

This POM will be updated to reflect the observations and suggestions of users as well as the relevant results of M&E activities. The Project Implementation Unit (PIU) will review the POM from time to time including seeking input and advice from stakeholders to suggest changes, if necessary, including the adjustment or change of activities, results, and indicators.

All substantial modifications will require the agreement of the World Bank.

1.1 Key Project Dates

Table 1: Key Project Dates

Project Milestones	Dates
IDA Board Approval	21 January 2021
Financing Agreement ¹ Signed	09-Feb-2021 (IDA) 25-Feb-2021 (Secretary of Finance)
Effectiveness	16-Apr-2021
Establish Steering Committee	Steering Committee: To be endorsed by Cabinet expected by August 2022 Inaugural meeting: After Cabinet endorsement
Mid-term Review	There will be a mid-term review carried out between the IA and the World Bank (WB) after three (3) years after the Effective Date, or such other period as may be agreed with the WB. Planned midterm review, 03-Jul-2024
Project Implementation End Date	05-Jan-2026
Closing Date	05-Jan-2026
Progress Reports	Every six months
Annual Work Plan and budget	By June, 30th each year
Interim Unaudited Financial Reports Final External Audit Report	Within 45 days after the end of each calendar semester
Audit of the Project Financial Statements	Not later than nine months after the end of each fiscal year (30 June)
Disbursement Deadline	Four months after Closing Date

¹ <https://documents1.worldbank.org/curated/en/746781614631911614/pdf/Official-Documents-Financing-Agreement-for-Grant-D760-MH.pdf>

1.2 Key Contacts of authorized representatives

Table 2: Recipient and World Bank Contacts

Government of RMI (Signatory)		Email address
GRMI Executing Agency		
NTC	Julius Lucky	juliuslucky.ntc@gmail.com
PSS	Junior Paul	jpaul@pss.edu.mh
PIU	Susan Kommwa	suekommwa@gmail.com
CIU	Jerry Nathan	jerrynathan09@gmail.com
World Bank	Deborah Newitter Mikesell	dmikesell@worldbank.org

2. Project

2.1 Objectives and components

For in-depth detail please refer to the PAD (PAD3990), Section II, pages 16 to 29. This POM contains only a summary to avoid unnecessary duplication².

Project Development Objective

The Project Development Objective (PDO) is to improve equitable access to quality secondary, post-secondary technical and vocational education and training, and employment intermediation services. The theory of change is illustrated through the results chain presented in section D of the PAD while PDO indicators are presented in Table 3 below.

Table 3: PDO Indicators

Objectives	Indicators
Continuing education and training and employment	Measurement and percentage of individuals who enrolled in further studies and who secured employment (in RMI or abroad) after having benefited from PSS or NTC services, disaggregated by sex and origin (text).
Secondary education (foundational skills)	Students proficient in English and in mathematics according to MISAT in grade 12 (percentage).
Secondary and postsecondary education and training (technical and vocational skills)	Students having successfully completed a technical or vocational education or training program (any type) supported by PSS and NTC, disaggregated by sex and origin (number).

Project Beneficiaries

ESSP is targeting 5,000 jobseekers, 350 post-secondary students, 900 trainees in short-term skills development programs, 7,300 secondary school students, 7 secondary school principals and 63 teachers, 20 teaching and management staff of training providers, 25 career counsellors, and 10 staff within PSS and NTC. To ensure equitable access to the opportunities offered to all four groups of beneficiaries, the project will also finance support for the most disadvantaged groups with a strong focus on individuals originating from the outer islands. Additional beneficiaries include teaching and management staff in secondary schools, post-secondary institutions (CMI

² <https://pss.edu.mh/>

and USP); skills development training providers, career counsellors in public schools, CMI, USP, and NTC's employment centers; and relevant staff of PSS and NTC.

Project Components

The project consists of four components as highlighted below. The first and second components will focus on the accessibility and quality of selected education and training programs offered in public secondary schools, public post-secondary institutions (CMI and USP), and private training providers. The third component will focus on academic and career counselling as well as labor market intermediation services. The fourth component will support project implementation and monitoring and evaluation (M&E). Within the MOEST, the first component will be managed by PSS, the second and third by NTC, and the fourth jointly by NTC and PSS.

1. **Component 1: Access to and Quality of Foundational and Vocational Secondary Education (estimated at US\$2.1 million).** This component aims to improve the acquisition of foundational skills (English and math), market-relevant skills, and practical skills of all secondary school students. The component also aims to address specific needs of students from outer islands and is comprised of the following subcomponents:
 1. **Subcomponent 1.1: Foundational Skills in Secondary Schools.**
 2. **Subcomponent 1.2: Vocational and Island Skills in Secondary Schools.**
 3. **Subcomponent 1.3: Equitable Access to Secondary Education.**

2. **Component 2: Access to and Quality of Technical and Vocational Skills Development (estimated at US\$4.2 million).** This component aims to increase equitable access to quality and relevant (a) TVET programs (1–2 years) leading to college-level certificate or diploma and (b) short (less than a year) skills development courses and is comprised of the following subcomponents
 1. **Subcomponent 2.1: Market-Relevant TVET and Skills Development Programs.**
 2. **Subcomponent 2.2: Equitable Access to TVET and to Skills Development Programs.**

3. **Component 3: Strengthening Institutions for Workforce Development (estimated at US\$2.3 million).** This component aims to strengthen workforce planning, recognition of skills, and employment services with a view to improving labor market outcomes for Marshallese at home and abroad.
 1. **Subcomponent 3.1: Improved Labor Market Information.**
 2. **Subcomponent 3.2: Career Counselling and Job Matching Services.**
 3. **Subcomponent 3.3: Recognition of Prior Learning.**
 4. **Subcomponent 3.4: Work Placement Program.**

4. **Component 4: Project Implementation Support, Planning, and Monitoring and Evaluation (estimated at US\$1.4 million).** This component will provide technical and operational assistance on project implementation and management and selected cross-cutting planning, capacity building, and M&E activities.

Cross Cutting Themes

Response to COVID-19. The COVID-19 pandemic has not led to school closures and presents less of a threat in RMI than in other PICs. RMI is less reliant on tourism, and a recent assessment of impacts to date by the US Graduate School found modest employment impacts.

Several activities within the project will support the country's COVID-19 (or future disaster/pandemic) preparedness efforts in the education sector and assist with the economic and social impacts that may be felt from COVID-19. These will be built into the different components (rather than being isolated in a COVID-specific component) and will include the following:

1. education technology (remote learning) as well as support to teachers for closing learning gaps which would help recovery from school closures and are also deeply needed to respond to challenges already present;
2. skills and tools of counsellors to address any social impacts that may emerge from social distancing or other containment measures which will be embedded in the overall training for counsellors; and
3. prioritization of vocational training programs to support skills needed for resilience against emergencies (health, natural disasters, and so on) and for economic recovery efforts in the medium term which will be embedded in the call for proposals to training providers.

Gender gaps and result chain. MISAT test results indicate little improvements over time in mathematics and English proficiency for both boys and girls, with only 23 percent of students, both girls and boys, in grade 12 being proficient in both English and mathematics. Although girls outperform boys in primary grades by about 5 percentage points on average, including mathematics and science, the gap in English shrinks, while the gap in mathematics and science disappears and even reverses throughout secondary school. This improvement in boys' relative performance is at least partly driven by the fact that low-performing boys are less likely to enter and more likely to drop out of secondary school. Data from the 2011 Census reveal that 70 percent of boys compared to 75 percent of girls ages 14–18 attended school. Early school leaving among boys in the outer islands is particularly high: only 62 percent of boys ages 14–18 and 73 percent of girls from RMI's outer islands were enrolled in school in 2011 (compared to 76 percent of girls and 73 percent boys in Majuro and Kwajalein). A qualitative study from neighboring Kiribati,³¹ where male secondary school dropouts are higher as well, revealed that poor performance (including grade repetition), financial pressures (including school fees and the need to start work), limited accessibility of schools (especially for outer island students), and curricula and teaching methods perceived to be favoring girls are among the main push factors driving

more boys out of secondary school. Data show that students that attended outer island elementary schools perform nearly 10 percentage points³² worse than urban students in grade 8, the last year of elementary school, which further disadvantages outer island students entering secondary school.³³ Therefore, facilitating access (by improving accommodation quality and reducing accommodation and transportation costs) and developing programs aimed at increasing continuity to secondary school and targeting low-performing students in secondary schools have the potential to improve performance, increase secondary completion rates, and reduce the gap in school attendance between urban and outer island males.

2.2 Guiding principles

The Government of the Republic of the Marshall Islands (GRMI) is committed to the following principles:

1. **Participation and partnership.** Beneficiaries and stakeholders will have clear roles and responsibilities and will be consulted actively throughout the project. All levels will have the opportunity to give input and feedback throughout the project.
2. **Transparency.** All processes will be made clear to stakeholders and beneficiaries. Decisions of the ESSP Steering Committee (ESSP-SC) will be made available publicly.
3. **Accountability.** Public annual reports of the ESSP will include achievements of results, use of funds, and cost effectiveness analysis. There will be a grievance redress mechanism to ensure decisions are not only fair but are seen to be fair.
4. **Monitoring and Evaluation.** To ensure the program is implemented in line with the guidelines and meeting its objectives the PIU will undertake regular data collection, analysis, and reporting. The effect of the ESSP and achievement of Project Development Indicator will be evaluated.

The Project is likely to have minimal or no adverse environmental and social impacts and has been categorized as Moderate.

2.3 Expected Results and indicators

Project Development Objectives(s)

To improve equitable access to quality secondary, post-secondary technical and vocational education and training, and employment intermediation services.

Table 4: Expected Results and Indicators

Project Development Objective Indicators
Continuing education and training and employment
Measurement of individuals who enrolled in further studies (in RMI or abroad) after having benefited from PSS or NTC services (non-cumulative) (Text)
Percentage points improvement in the share of beneficiaries enrolled in further studies (Percentage)

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Measurement and percentage of individuals who secured employment (in RMI or abroad after) having benefited from PSS or NTC services (non- cumulative) (Text)
Percentage points improvement in the share of beneficiaries who secured employment (Percentage)
Students proficient in English according to MISAT in grade 12 (non-cumulative) (Percentage)
Students proficient in mathematics according to MISAT in grade 12 (non- cumulative) (Percentage)
Students having successfully completed a technical or vocational education or training program (any type) supported by PSS and NTC (cumulative) (Number)
Of which are female (Percentage)
Of which from outer islands (Percentage)
Intermediate Results Indicators by Components
Component 1: Access to and Quality of Foundational and Vocational Secondary Education
Students enrolled in public secondary schools receiving differentiated instructions in foundational skills (in both math and English) (Percentage)
Principals, vice-principals, and teachers trained in the use of differentiated instruction (cumulative) (Number)
At risk students participating in “outside of school hours” tutoring in math or English (non-cumulative) (Percentage)
Gap in secondary school enrollments between male students from urban and outer islands (Percentage)
Students having successfully completed secondary education in a vocational or islands track (cumulative) (Number)
Spaces available and lived-in in secondary school dormitories (non-cumulative) (Number)
Component 2: Access to and Quality of Technical and Vocational Skills Development
Students having successfully completed a college-level technical and vocational training program supported by NTC (cumulative) (Number)
Students having successfully completed a short-term skills development programs supported by NTC (cumulative) (Number)
Spaces available and lived-in in post-secondary institutions dormitories (non-cumulative) (Number)
Subsidized childcare services available for students enrolled in a technical and vocational education and training program (Yes/No)
Component 3: Strengthening the Institutions for Workforce Development
Skills and labor market information database established (Yes/No)
Female jobseekers supported by the NTC’s employment centers (Percentage)
Counselors trained (Number)
Recognition of Prior Learning (RPL) system established and functioning (Yes/No)
Individuals having successfully completed a work placement or internship program (cumulative) (Number)
Measurement of soft skills acquisition (Yes/No)
Component 4: Project Implementation Support, Planning, and Monitoring and Evaluation
Preparation for the transition to the modified Compact of Free Association (CFA) agreement (Text)
Results of the beneficiary engagement survey and plans for course-corrections and improvements of services shared publicly (Yes/No)
Students benefiting from direct interventions to enhance learning (CRI, Number)
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)

For a complete Results Framework and Monitoring and Evaluation Plan please see section 8 of this POM.

3. Project implementation

There are a host of documents used in project implementation and project management, for example: the legal agreement or social and environmental framework. There are several other key documents that have a high dependency for project management and if not managed properly could lead to duplication, confusion, and contradictions, these are described in the tables below.

Table 5 contains documents that provide information about the project and outlines the legal obligations and guidelines that must be followed during project implementation. It is important that these documents are available to people responsible for project implementation and are referred to during the life of the project. Table 5 includes operational documents and instruments used in the implementation of the project.

Table 5: Project Official Documents

Document	Purpose
General Project Information	
ESSP Project Appraisal Document (PAD)	This document was developed by the World Bank in close consultation with the implementing agencies and countries and outlines all details of the Project. However, the PAD is not a legal document and not legally binding. It includes detailed background information, development objectives, the project components, implementation arrangements, results framework, risks, and mitigation measures. https://documents.worldbank.org/en/publication/documents-reports/documentdetail/637091611543747061/marshall-islands-rmi-education-and-skills-strengthening-project .
Legal– World Bank	
Financing Agreement 09-Feb-2021 (IDA), 25-Feb-2021 (Secretary of Finance)	The Financing Agreement is a legal agreement between the International Development Association (IDA) and the Government of RMI and defines the financial arrangements between IDA and the Recipient, including the Environmental and Social Commitment Plan (ESCP). https://documents1.worldbank.org/curated/en/746781614631911614/pdf/Official-Documents-Financing-Agreement-for-Grant-D760-MH.pdf
Disbursement and Financial Information Letter (DFIL) (25-Feb-2022)	This letter is classified as an ‘additional instruction’ under the Financing Agreement and defines how the Government of RMI can withdraw project financing from the World Bank and defines the type of bank account that RMI needs to set up into which the World Bank will transfer project financing. The DFIL is particularly important for the project finance officer to read closely and refer to regularly. https://documents1.worldbank.org/curated/en/187961614631897313/pdf/Official-Documents-Disbursement-and-Financial-Information-Letter-for-Grant-D760-MH.pdf
IDA General Conditions for Credits and Grants (dated July 31, 2010)	The General Conditions are part of the Financing Agreement and set out equally important legal obligations of both the implementing agency (MWIU) and the World Bank.
Authorized Signatories Letter (ASL) (04-November- 2022)	The ASL gives the names and specimen signatures of the delegates that are authorized to sign withdrawal applications on behalf of the Government of RMI. These delegates are also nominated as those authorized to be given secure access to electronically approve withdrawal applications through the World Bank’s online Client Connection system.

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Document	Purpose
Environmental and Social Commitment Plan (ESCP) (27 July 2021)	The ESCP sets out material measures and actions to manage environmental and social risks, prepare and implement specific documents and plans, as well as the timing and responsible agency for each of these, in accordance with the World Bank Environmental and Social Framework. (https://documents.worldbank.org/en/publication/documents-reports/documentdetail/600901627408211449/revised-environmental-and-social-commitment-plan-escp-rmi-education-and-skills-strengthening-project-p171924)
Legal – RMI	
RMI Legislation	Must be complied with when implementing this project. Relevant Legislation includes (but is not limited to) the Disaster Assistance Act, 1987; the Emergencies Act, 1979; the National Environment Protection Act, 1984; Land Acquisition Act, 1986; the Coast Conservation Act, 1988; the Ministry of Environment Act 2018; the Economic Policy Planning and Statistics Office Act 2003; relevant sector legislations and relevant Regulations subordinate to these Acts and RMI Procurement Code
Fiduciary (Procurement and Financial Management)	
World Bank Disbursement Guidelines for Investment Project Financing (Feb 2017)	These form an integral part of the Disbursement Letter and provide detail about the rules and procedures for the disbursement of grant funds. The Disbursement Guidelines are also useful to check the meaning of certain words used by the World Bank.
World Bank Proc. Regulations for Investment Project Financing Borrowers – Goods, Works, Non-Consulting and Consulting Services (dated November 2020)	The Financing Agreement places a legal obligation on the Government of RMI and the project implementation team to conduct all procurement of goods, works and non-consulting services in accordance with these Procurement Regulations. https://thedocs.worldbank.org/en/doc/178331533065871195-0290022020/original/ProcurementRegulations.pdf
Procurement Implementation Guidance for Fragile and Small States in the Pacific (April 2018)	This Guidance is intended to provide easy reference to help make use of the Bank’s 2016 Procurement Framework. The Bank’s 2016 Procurement Framework provides more flexibility for procurement processing and contracting, as warranted by particular circumstances such as those prevailing in fragile and small island states. The guidance provides templates for various procurement methods. https://documents1.worldbank.org/curated/en/746781614631911614/pdf/Official-Documents-Financing-Agreement-for-Grant-D760-MH.pdf
Project Procurement Strategy for Development (PPSD)	The PPSD is a methodology that is used to determine the optimum Procurement Approach to deliver the right procurement result for the project. The PPSD requires Borrowers to consider, among other things, the market situation, the operational context, previous experience, and the risks present – then from this, determine the right Procurement Approach that will yield the right type of response from the market. https://wbnpf.procurementinet.org/sites/all/themes/npf/misc/documents/PPSD-Short-Form-Final-June-30.pdf
Environmental and Social Management	
Environmental and Social Management Plan (21 December, 2020) and Publicly disclosed	The ESMP addresses all project components and has been prepared for the entire project. The ESMP provides a description of the institutional arrangements, and the approach to managing environmental and social risks and health and safety risks including from technical advisory, facility upgrades, new facilities, introduction of new courses and training programs, and mitigation, monitoring, and the management of Contractors. The ESMP complies with the World Bank Environmental and Social

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Document	Purpose
	Standards (ESS) including ESS1 on Assessment and Management of Environmental and Social Risks and Impacts (https://documents.worldbank.org/en/publication/documents-reports/documentdetail/913891608561369401/environmental-and-social-management-plan-esmp-rmi-education-and-skills-strengthening-project-p171924)
Stakeholder Engagement Plan (SEP) (27 October, 2020) Publicly disclosed	The SEP outlines the stakeholder engagement principles, identifies Project stakeholders, and provides engagement processes to ensure Project affected people, interested people and beneficiaries are engaged throughout the Project, in compliance with World Bank ESS10 Stakeholder Engagement and Information Disclosure. The SEP includes a grievance mechanism to enable project stakeholders to raise concerns and complaints. (https://documents.worldbank.org/en/publication/documents-reports/documentdetail/490141603777313410/stakeholder-engagement-plan-sep-rmi-education-and-skills-strengthening-project-p171924)
Labor Management Procedures (LMP) (21 December, 2020) Publicly disclosed	The Labor Management Procedures (LMP) outlines measures to manage risks associated with employment under the project in terms of meeting national labor requirements as well as the ESSs, specifically the objectives of ESS2 on Labor and Working Conditions. (https://documents.worldbank.org/en/publication/documents-reports/documentdetail/337481608562981204/labor-management-procedures-rmi-education-and-skills-strengthening-project-p171924)

Table 6: Project Management Documents

Document	Description
Project Operations Manual (POM)	Provides more detailed implementation planning focusing on sequencing of activities, institutional arrangements, and roles and responsibilities for various operations like reporting, and procurement, etc. For implementation, it provides an interpretation of the subcomponents for implementation.
Annual Workplans and Budget	This is very detailed annual plan for the implementation of the project. It further breaks down the POM into work activities (detailed Work Breakdown Structure (WBS)) with expected outputs, timelines, responsibilities, and budget.
Terms of reference	An even more detailed breakdown of project activities into actions and tasks designed to direct the service provider by delineating the scope, tasks, and products required for the implementation of an activity or group of activities.
Procurement Plan	Provides details of the procurement packages in the project highlighting specific procurement methods, amounts, review methods, market approach, etc.
Specific Operations Manuals (stipends, grants, etc.)	These are products (deliverable) that detail how specific operations will be executed – typically focusing on a single subject matter.

As can be seen from the table above, it is important to recognize that the design for implementation becomes more granular as we progress through the hierarchy of documents to reach finally to the product. The product or deliverable will survive the end of the project and remain as a tool in the hands of the beneficiary agency.

3.1 Implementation Processing: Timing and Responsibility

This section provides an estimate of the time required to process implementation documents and procedures. It is not prescriptive but a guide showing the duration to assist in the planning. For example, we know that procurement can take upward of 90 days (3 months) from initiation of the TORs to the signing of the contract and includes development, consultations (if any), World Bank no-objection, and all necessary reviews and approvals. Time will differ depending on the selection process, for example, sole source will require a shorter processing time whereas shortlisting and proposal evaluation will need a longer process.

This table also sets the entities responsible for the preparation, review, and approval of documents and procedures related to implementation. This establishes agreement on the entities involved and avoids delays and inconsistency in the process.

Table 7: Responsibility and indicative time for implementation process

Document / process	PIU	CIU	PSS	NTC	Legal	Finance	Other (name)	Total days
TOR	Prepare	Review	Review	Review			TTL/Review	
Duration	5	5	4	4			5	10
Procurement Doc preparation	Prepare	Review	review	review	review	review	Prcmnt SComt / Approval	
Duration	5	5	4	4	2	2	5	15
Procurement (Publication/Advertisement)	Prepare/Approve	Review	Review	Review			TTL/Review	
Duration	20	2	2	2			10	32
Procurement (Selection)	Evaluation / Approval	Review					Prcmnt SComt / Approval	
Duration	15	10					5	30
Contract	Prepare/Approve	Review	Review	Review	Approve	Approve	TTL/Review	
Duration	5	5	2	2	10	10	2	15
Annual Work Plan	Prepares	Review	Consult with Project Director	Consult with Project Director	NA	NA	ESSP TTL Approval	
Duration	40	20	4	4			10	50
Semi Annual reports	PIU	Review	Review	Review			ESSP TTL for report Endorsement	
Duration	20	5	2	2			10	30

RMI Education and Skills Strengthening Project

Changes to procurement plan	PIU makes changes/Approve	Review	Review	Review			TTL to endorse	
Duration	2	5	2	2			10	12
Justification for sole sourcing	PIU prepares justification	Review	Review	Review			Subcommittee endorsement	
Duration	5	5	5	5			5	10

NOTE: Solid colored cells denote concurrence

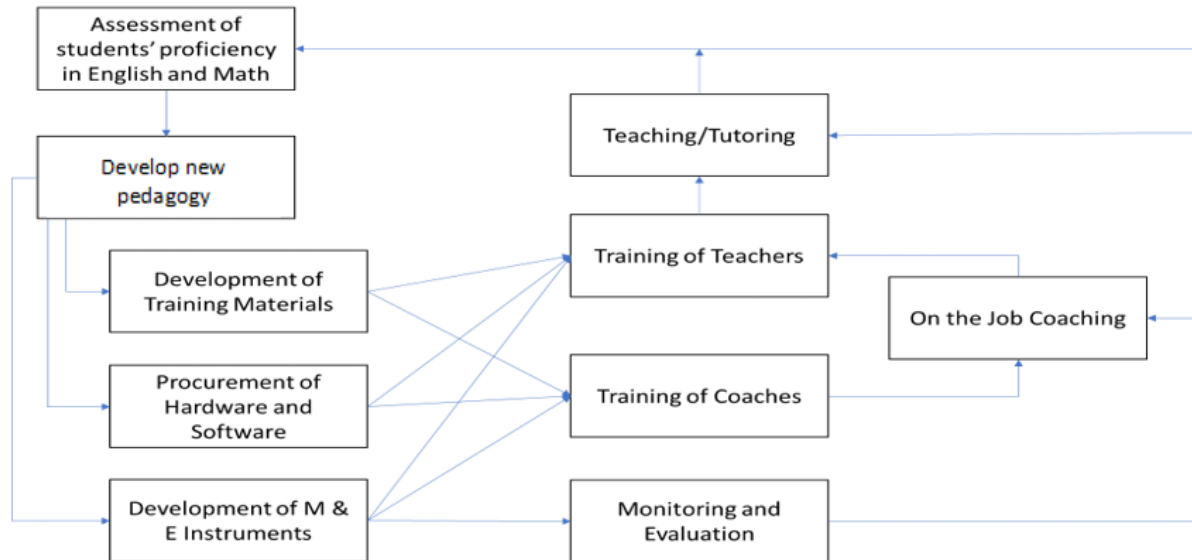
4. Project Components: Detailed Description

4.1 Subcomponent 1.1 – Math and English in general secondary education

Objectives

This subcomponent aims to improve English and Math proficiency of secondary school graduates using differentiated instruction strategies, targeting the specific needs of individual students or groups of students. With this intervention, it is expected that the percentage of secondary school graduates who achieve proficiency levels in Mathematics and English by the end of grade 12 will increase that will result in an increase in enrollment, successful passing of placement tests in post-secondary institutions, and an increase in the number of graduates securing employment.

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
1.1-1000	Procurement of to aide in differentiated pedagogical strategies including continuous individual assessment	PSS PIU CIU	Based on the list developed in 1.1-2200, procure hardware required for differentiated pedagogical strategies including continuous individual assessment	Available equipment, servers, software for learning and teaching delivery Trained faculty and staff on the use of hardware and software
1.1-1100	Procurement of software to aide in continuous individual assessment and targeted literacy and numeracy support	PSS PIU	Based on the list developed in 1.1-2200, procure software to aide in continuous individual assessment and targeted literacy and numeracy support	Available equipment, servers, software for learning and teaching delivery Trained faculty and staff on the use of hardware and software
1.1-1200	Provide training on the use of software as tech-led differentiated instruction program	PSS	Supplier and PSS to deliver training workshop for the use of hardware and software	Staff trained to use hardware and software
1.1-1000	Analysis MISAT result Scores	PSS (Director Policy Planning and Statistics) PIU	Using the MISAT annual report 2018, work with existing data for mapping performance trends to develop a foundation for future remedial programs and foundational skills. The implementation of this activity will be conducted by an international or national consultant depending on the government's willingness to release MISAT data.	MISAT analysis report with a plan for the assessment of student Proficiency
1.1-2000	Development of curriculum and pedagogy and training		The three activities under this group form one procurement package for an international and national individual consultant or firm to ensure consistency of delivery.	
1.1-2100	Assessment of students' proficiency in English and Math	Teachers, Principals PIU PSS	Adapt and upgrade the assessment framework and conduct an Assessment Test at the start of the school year	Assessment report on learning areas
1.1-2200	Developing/adapting curriculum &	PSS	Produce a curriculum framework	New instructional

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
	pedagogical approaches	PIU	Adapt existing and develop new pedagogical approaches, and produce list of equipment/software	guidelines and new pedagogical approaches List of equipment/software
1.1-2300	Teacher training, coaching, support, and feedback	PSS PIU	Design and conduct the training of teachers on new and/or adapted curricula and pedagogical methods Design and deliver training to principals, and vice principals on coaching techniques Provide post-training support to help teachers, principals, and vice-principals to apply the newly acquired skills	Training Modules / guidelines produced Teachers acquire and apply knowledge and skills related to the new and adapted curricula and pedagogical approaches Principals and vice-principals acquire and apply skills on coaching techniques
1.1-4000	Establishment of tutoring program: Tutoring Criteria and Arrangements	PSS PIU	PSS will develop the tutoring program including: criteria of tutor selection, student enrolment criteria and procedures based on the new pedagogical plans including individualized education plans, develop monitoring and evaluation tools The tutoring program will build on the existing program which uses volunteers from the college. Develop a proposal for a compensation mechanism to encourage and compensate tutors.	Tutoring guidelines including supervision. Compensation plan proposal submitted.

Monitoring and Evaluation

Relevant Indicator for sub-component 1.1

Indicator 2.111 - Students enrolled in public secondary schools receiving differentiated instructions in foundational skills (in both math and English)

Indicator2.2 - Principals, vice-principals and teachers trained in the use of differentiated instruction (cumulative)

Indicator2.3 - At risk students participating in “outside of school hours” tutoring in math or English (non-cumulative)

Indicator2.4 - Gap in secondary school enrollments between male students from urban and outer islands

Methodology

1. Yearly monitoring visits of all public secondary schools, EMIS, the MISAT scores database, and result of CMI and USP entrance exams
2. Monitor use of new pedagogical tools and strategies by reviewing assessments, plans, coaching reports, enrollment and attendance records, and registration in the dormitory
3. Confirm student’s participation (in tutoring, practicum, computer-assisted learning, and so on) and attendance
4. Interview teachers and principals will be to document successes, challenges, and recommendations;
5. Conduct classroom observation to assess the effectiveness of teacher practices;
6. Establish a student-level database with individual contact information in preparation for tracer surveys after graduation
7. Conduct tracer surveys during project implementation, once before midterm review and once before closing.

4.2 Subcomponent 1.2.1 – Vocational skills track

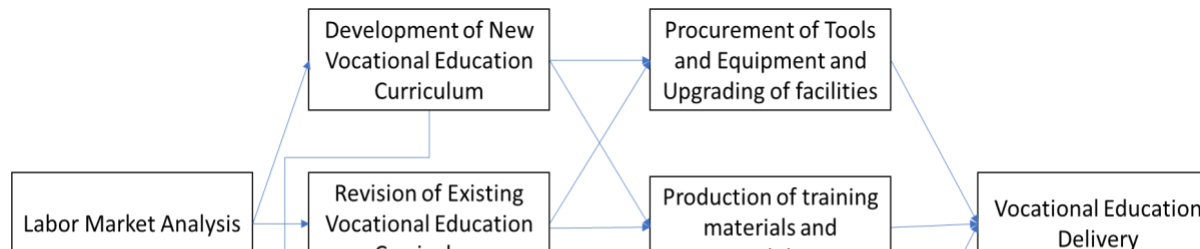
Objectives

This subcomponent will equip students with skills relevant to the labor market and provide credentials as part of established education and training pathways. To achieve this, curriculum development/revision will be done in collaboration with the employers, the CMI and USP to ensure clear direction and training pathways and alignment with work readiness standards and competencies. This program will be designed to meet the minimum requirement for entry into post-secondary institutions and is expected to increase the likelihood of these students enrolling in further studies and/or securing a job after graduation.

Important note

Subcomponents 1.2.1 and 1.2.2 will be implemented simultaneously using the same implementation arrangements and same technical advisors. Where possible, activities from both subcomponents will be under the same procurement: for example, the same consultant can deliver activities 1.2.1-2000 and 1.2.1-2000 “Assessment of the existing training facilities” – a single procurement for both activities will likely lead to time and cost efficiency as well as improved quality.

Roadmap



Operationalization

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
1.2.1-1000	Curriculum Development and Revision using the Labor Market Analysis conducted in subcomponent 3.1	PSS PIU	<p>Hire international and/or national individual consultant or firm to produce curriculum framework based on the labor market analysis conducted in subcomponent 3.1</p> <p>Note: The curriculum framework developed here will apply to island skills as well under activity 1.2.2-1000</p> <p>Hire international and/or national individual consultants or firm to develop new and revise old curricula to respond to the needs of the labor market; the consultant will also identify tools and equipment required for delivery of the curricula</p> <p>Note: the national consultant developing the VET curriculum may be engaged to develop curricula under 1.2.2-1000</p>	<p>New and revised Vocational programs and curriculum</p> <p>List of tools and equipment requirements responsive to the new/revised vocational curricula</p>
1.2.1-1100	Production of teaching and learning materials including textbooks and training modules and guidelines	PSS PIU	Develop and print or procure the teaching and learning materials including textbooks and training modules and guidelines	Teaching and learning materials including textbooks and training modules and guidelines for students, teachers, and trainers
1.2.1-2000	Assessment of the existing training facilities	PSS PIU	<p>National consultant (construction firm) to conduct a field survey and analysis of all existing facilities that will house the new vocational programs in accordance with the revised/new curricula (working closely with the department of facility improvement and maintenance) with input from CIU.</p> <p>Assessment to consider in meaningful way the ESF / building standards / HSE any other standard related to VET facilities and equipment to be installed and used.</p> <p>Assessment to consider the list of equipment for and tools for the revised curriculum developed under 1.2.1-1000</p>	Recommendation on the upgrading or setting up of new facilities

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
1.2.1-2100	Construction, upgrading or rehabilitation of facilities and classrooms	PSS PIU CIU	Hire a construction firm to implement the recommendations of the Consultant for facilities	New and rehabilitated/ upgraded facilities and classrooms
1.2.1-2200	Procurement of Tools and Equipment	PSS PIU CIU	Procure the tools and equipment identified for each of new/revised curricula	Available tools and equipment for learning and teaching delivery
1.2.1-3000	Development of Curriculum for Training of Trainers (master crafts persons)	PSS PIU	Hire an international consultant to develop the training of trainers' curriculum	Expanded and Improved Training of Trainers Curricula
1.2.1-3100	Training of Trainers (master crafts persons) on pedagogical skills May not be required since teachers are qualified	PSS PIU	Recruit experts and master crafts persons to train as resource persons. Hire a National Consultant to train the experts and master crafts persons on pedagogical skills	Trained experts
1.2.1-3200	Training of Teachers on technical subjects in the new curriculum	PSS PIU	Engage the master crafts persons (trained in 1.2.1-3100) to conduct (on a punctual basis) training for teachers on the revised/new curricula Conduct training based on needs and requests	Trained teachers in technical skills
1.2.1-4000	Student enrolment criteria and procedures	PSS PIU	Hire National Consultant to assist PSS in the development of student selection criteria and procedures taking into consideration student interest and aptitude.	Enrollment guidelines

Monitoring and Evaluation

Relevant Indicator for sub-component 1.1

Indicator 2.5 - Students having successfully completed secondary education in a vocational or islands track (cumulative)

Methodology

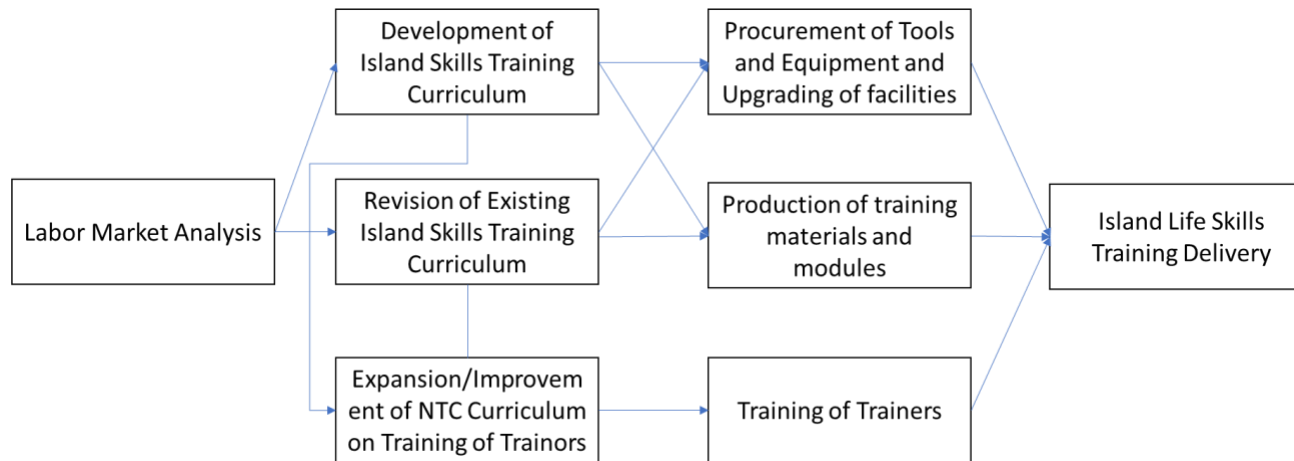
1. Monitor use of new pedagogical tools and strategies by reviewing assessments, plans, coaching reports, enrollment and attendance records, and registration in the dormitory
2. Confirm student's participation (in tutoring, practicum, computer-assisted learning, and so on) and attendance
3. Interview teachers and principals will be to document successes, challenges, and recommendations;
4. Conduct classroom observation to assess the effectiveness of teacher practices;
5. Assess a sample of students to confirm the level of vocational and practical skills acquired
6. Establish a student-level database with individual contact information in preparation for tracer surveys after graduation

4.3 Subcomponent 1.2.2 – Island skills track

Objectives

This subcomponent will equip students with practical skills relevant to being ‘successfully’ self-employed on an outer island where formal employment is limited and to positively contributing to their community. It will also promote the survival of traditional skills adapted to islands environment while ensuring enhanced sustainability, adaptation to climate change, and disaster preparedness and resilience.

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
1.2.2-1000	Curriculum Development and Revision for the Island skills track based on the labor market analysis in subcomponent 3.1	PSS PIU	Using the curriculum framework developed in 1.2.1 1000, engage a national or international consultant or firm (could be the same person as 1.2.1-1000) to develop island skills curricula to respond to the needs of the labor market and outer islands where formal employment is limited. The consultant will identify tools and equipment required for the delivery of the curricula	New Island Life Skills training curriculum Revised and new island skills curricula List of tools and equipment requirements responsive to the new island skills curricula
1.2.2-1100	Production of teaching and learning materials including textbooks and training modules and guidelines	PSS PIU	Develop and print or procure the teaching and learning materials including textbooks and training modules and guidelines	Teaching and learning materials including textbooks and training modules and guidelines for students, teachers, and trainers
1.2.2-2000	Assessment of the existing training facilities	PSS PIU	National consultant (construction firm) to conduct a field survey and analysis of all existing facilities that will house the new island skills programs in accordance with the revised/new curricula (working closely with the department of facility improvement and maintenance) with input from CIU. Assessment to consider in a meaningful way the ESF / building standards / HSE any other standard related to VET facilities and equipment to be installed and used for island skills. Assessment to consider the list of equipment for and tools for the revised curriculum developed under 1.2.2-1000	Recommendation on the upgrading or setting up of new facilities Framework design with costing
1.2.2-2100	Construction, upgrading or rehabilitation of facilities and classrooms	PSS PIU	Hire a construction firm to implement the recommendations of the Consultant for facilities	New and rehabilitated/ upgraded facilities and classrooms

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
1.2.2-2200	Procurement of Tools and Equipment	PSS PIU	Procure the tools and equipment identified in each of the island skills curriculum	Available tools and equipment for learning and teaching delivery
1.2.2-3000	Develop a long-term vision of engagement with master crafts people to determine the type of engagement that would best suit the various persons involved. Subsequent activities will be based on the results of the consultations and will form part of the AWP.	PSS PIU	Develop a long-term vision of engagement with the master crafts persons To enhance the ability of the master crafts persons to contribute effectively to developing the island skills among youths.	Expanded and Improved engagement of traditional island skills master crafts persons.
1.2.2-4000	Student enrolment criteria and procedures	NTC PIU	Hire National Consultant to assist PSS in the development of student selection criteria and procedures taking into consideration student interest and aptitude.	Enrollment guidelines

Monitoring and Evaluation

Relevant Indicator for sub-component 1.2

Indicator 2.5 Students having successfully completed secondary education in a vocational or islands track (cumulative)

Methodology

1. Monitor use of new pedagogical tools and strategies by reviewing assessments, plans, coaching reports, enrollment and attendance records, and registration in the dormitory
2. Confirm student’s participation (in tutoring, practicum, computer-assisted learning, and so on) and attendance
3. Interview teachers and principals will be to document successes, challenges, and recommendations;
4. Conduct classroom observation to assess the effectiveness of teacher practices;
5. Assess a sample of students to confirm the level of vocational and practical skills acquired

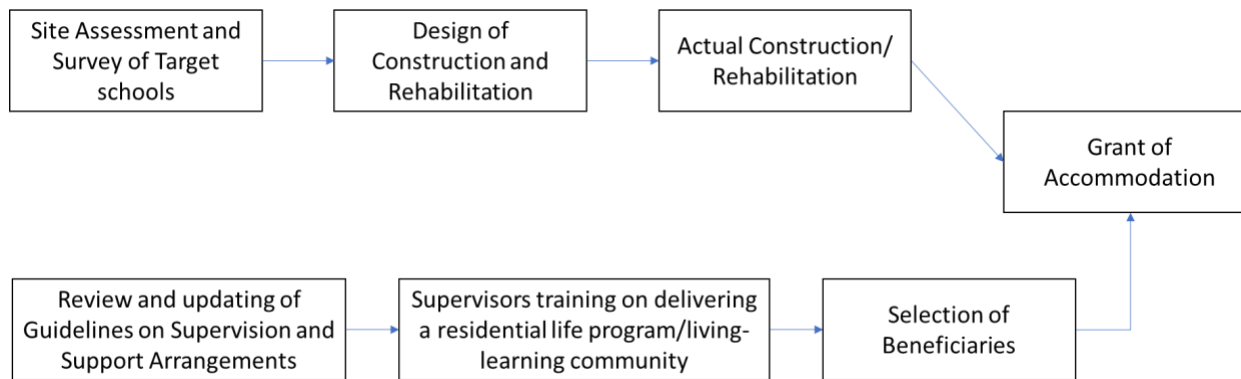
6. Establish a student-level database with individual contact information in preparation for tracer surveys after graduation
7. Conduct tracer surveys during project implementation, once before midterm review and once before closing.

4.4 Subcomponent 1.3 – Accommodations for secondary school students

Objectives

This subcomponent aims to increase enrollment, completion, and learning of secondary school by students from outer islands through the construction or renovation of secondary school dormitories and the improvements in the associated supervision and support (provided by the house fathers and mothers) for the use of students from outer islands attending a public secondary school. A total of six dormitories for high schools, one new construction and five rehabilitations will be done under this component.

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
1.3 –1000	Development of site selection criteria and evaluation of sites	PSS PIU CIU	National consultant to provide guidance on site selection and evaluation/assessment. The evaluation/assessment must involve the relevant government agencies and the CIU E&S team. Assessment to consider meaningful way the ESF / building standards / HSE any other standard related education and dormitory facilities for young students.	Approved school sites for Construction (1) and Rehabilitation (up to 5) of dormitories
1.3 –1100	Preparation of Architectural and Engineering of sites for construction and rehabilitation	PSS PIU	Construction firm to be contracted to design and build/rehabilitate at the approved sites. TORs must mention adherence to standards noted under 1.3-1000	Architectural and Engineering Design Building New (1) and rehabilitated (up to 5) dormitories for students
1.3 –2000	Review and updating of Guidelines on Supervision and Support arrangements	PSS PIU	Individual consultant to review and update the guidelines on Supervision and Support arrangements.	Updated Guidelines on Supervision and Support arrangements
1.3 –2100	Training of Support Supervisors on delivering a residential life program/living-learning community	PSS PIU	The same consultant at 1.3-2000 will deliver the training for Support Supervisors Printing of training modules for distribution to the 6 schools	Trained Supervisors in the 6 Dormitories
1.3 –3000	Development of Selection Criteria and operational guidelines for accepting beneficiaries in the dormitories (emphasis on the most vulnerable)	PSS PIU	Conduct focus group discussion with interest groups for the development of criteria Finalize development of criteria and operations guidelines.	Selection Criteria and operational guidelines for dormitory beneficiaries

Monitoring and Evaluation

Relevant Indicator for sub-component 1.3

Indicator 2.6 Spaces available and lived-in in secondary school dormitories (non-cumulative)

Methodology

1. Conduct yearly monitoring visits of all public secondary schools and dormitories
2. Review documents such as registration in dormitories and house reports of Dormitory Supervisors
3. Review student feedback on the Support Supervisors' performance.

4.5 Component 2: Access to and quality of technical and vocational skills development

Objectives

This Component aims to support the expansion of demand-driven TVET college-level programs and short skills development programs for secondary school graduates and out-of-school jobseekers. Programs leading to college-level certificate/diploma (longer programs) recognized in RMI and abroad and shorter skills programs for specialized training will be developed together with the employers to ensure clear education and career pathways and alignment with labor market needs.

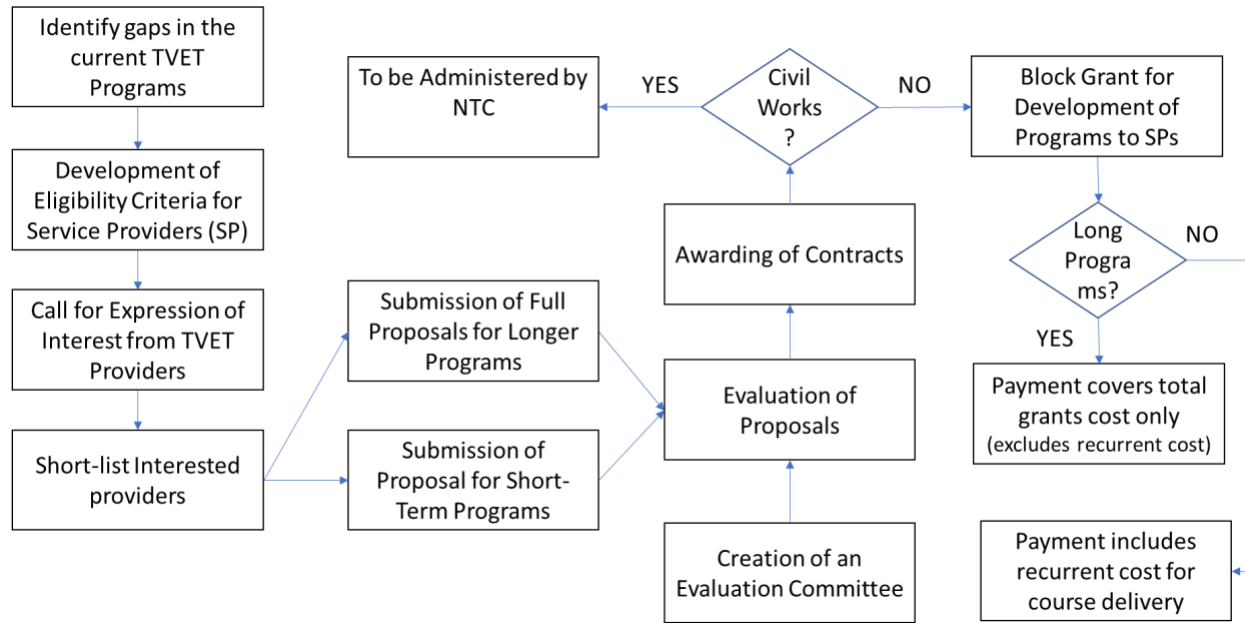
The component will support the provision of stipends to trainees for short skills development programs. Needs for facility construction or rehabilitation and large equipment will be included as part of the grant request proposal made by the service provider, however, civil works and large procurement will be managed directly by NTC outside of the providers grants in parallel to course development. Decision regarding civil works will be made at the proposal evaluation stage but will not be costed in the block grant because civil works and large equipment purchases will be handled by the Government of RMI/PIU not by the recipient of block grants. However, block grants would include materials and goods required for carrying out training.

1. The PIU will develop a Grants Manual
2. The PIU will develop a process for student stipends.

Implementation Notes

1. For the stipend process, build on the existing NTC process
2. Develop guidelines for stipends
3. Develop a simple registry to monitor payments
4. Differentiate between trainees that travel to Majuro for training from those that live on Majuro
5. Stipends to be provided by cheque

Roadmap



Civil works will require a procurement/bidding process as detailed in the PPSD, but should be justified in the training grant proposals for skills programs.

Operationalization

SrN	What	Who	How	Output/ Outcome
2-1000	Identify gaps in the existing training programs	NTC PIU	Review the Labor Market Analysis result from subcomponent 3.1 against the current programs being offered. Conduct an assessment for the identification of programs to be developed in response to the findings of the Labor Market Analysis	List of programs to be developed, classified as to short programs or long programs
2-1100	Define framework and methodology for responding to education and career pathways	NTC PIU	Through a workshop as a process for consultation with schools, employers, training providers, and civil society and community groups	Mechanism to respond to general and individual education and career pathways
2-1200	Consultations on eligibility, content, process, etc.	PIU	Consult with training providers (add others) through interviews and focus groups	Consultation report to support grants manual and stipend process development
2-2000	Development of Rules and Procedures as well as eligibility criteria for stipends.	NTC (to manage stipends) PIU	Based on existing NTC process, develop rules and regulations in the grant and release of stipends, to include detailed steps, forms, and required attachments to application documents and release of payments	Approved Rules and Procedures for Stipends
2-2100	Develop as well a registry to track payments	NTC PIU	Applying and refining existing NTC registry	registry to track payments
2-3000	Develop Eligibility Criteria for Interested Service Providers to deliver Long Programs Short Programs Deploy process in PAD page 68 to 70.	NTC PIU CIU (oversight)	Prepare eligibility criteria reflecting the needs established under 2-1000 and 2-1100 Qualification requirements, templates, formats for both application, implementation, and management will be part of the grants' manual. The application criteria should include supply of childcare by the training provider to encourage female participation	Grants Manual to guide the applicants
2-3100	Receive, evaluate, and approve block grant requests	PIU CIU NTC	using process in PAD on page 68 to 70	Responsive proposals selected and providers contracted.

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
2-4000	<p>Construction/rehabilitation request must be part of the block grants but financed and coordinated separately by the PIU</p> <p>Block grant proposal will include:</p> <ol style="list-style-type: none"> 1. Site analysis 2. List of repair works and cost for rehabilitation 3. Cost of new construction and basic design 	Block grant applicant	Internal process of the applicant. Proposals must respond to the requirements in the grants' manual	Complete proposal with indicative information on rehabilitation and construction.
2-4100	Construction and rehabilitation will be implemented by the PIU	NTC PIU CIU	<p>Procurement process will be applied to hire a qualified construction and engineering company capable of undertaking design and construction works for training facilities.</p> <p>TORs to include:</p> <ol style="list-style-type: none"> 1. Site preparation 2. Architectural and engineering design 3. Rehabilitation and construction adhering to ESF policy, and the project's environmental and social management plans 4. Climate resilient design measures 	Qualified company engaged
2-5000	Procurement of large training equipment and goods must be part of the proposal but will be implemented by the PIU	NTC PIU CIU	Procure the approved list of training equipment in accordance with the World Bank Procurement Rules and Regulations ³	Fully equipped training facilities
2-6000	Construction and/or rehabilitation of dormitories in Majuro (Araak Campus) for TVET students from outer islands	NTC PIU CIU	<p>Procurement process will be applied to hire a qualified construction and engineering company capable of undertaking design and construction works for Dormitories.</p> <p>TORs to include:</p> <ol style="list-style-type: none"> 1. Site preparation 	

³ <https://thedocs.worldbank.org/en/doc/178331533065871195-0290022020/original/ProcurementRegulations.pdf>

SrN	What	Who	How	Output/ Outcome
			<ol style="list-style-type: none"> 2. Architectural and engineering design 3. Rehabilitation and construction adhering to national policy and regulations, Bank ESF policy and the project’s environmental and social management plans 4. Climate resilient design measures 5. Hygiene requirements to prevent the spread of contagious diseases 	
2-6100	Development of Selection Criteria and operational guidelines for accepting student beneficiaries	NTC PIU CIU	Conduct focus group discussion with interest groups for the development of criteria	Selection Criteria and operational guidelines for dormitory beneficiaries

Monitoring and Evaluation

Relevant Indicator for component 2

Indicator 2.7 - Students having successfully completed a college-level technical and vocational training program supported by NTC (cumulative)

Indicator 2.8 - Students having successfully completed short-term skills development programs supported by NTC (cumulative)

Methodology

1. Monitor through CMI and USP in-house databases
2. Maintenance of short training database to be by NTC
3. Yearly monitoring visits to CMI, USP, and smaller training providers
4. Confirm students’ participation and attendance, use of dormitories, and so on,
5. Interview of teachers and principals to document successes, challenges, and recommendations. Student-level information will be added to the database created under Component 1 to continue populating the student-level panel dataset. These students will be included in the sample of the tracer surveys presented under Component 1.

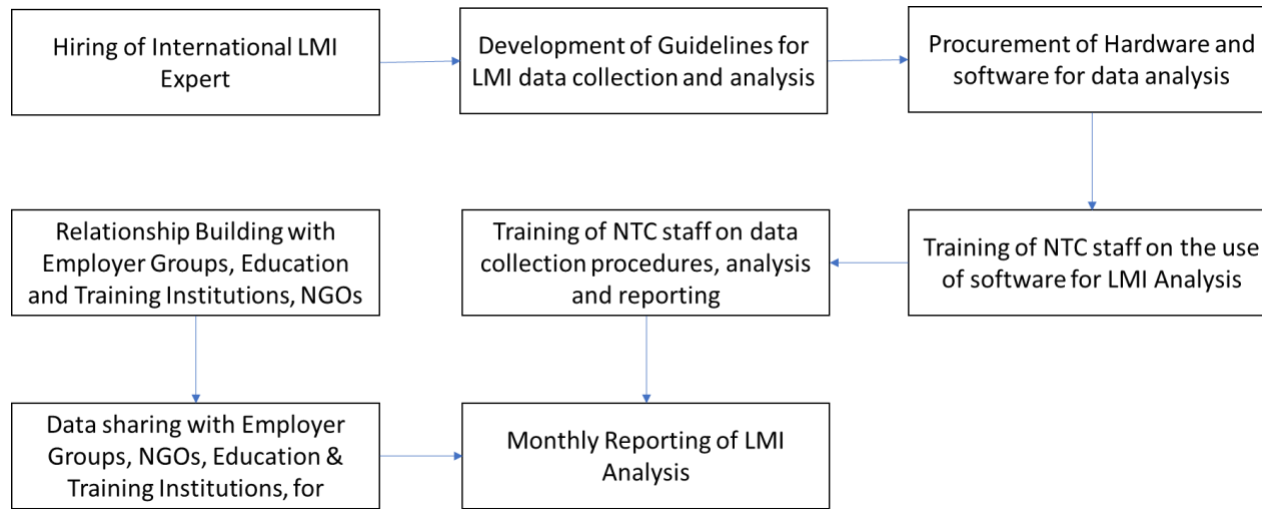
4.6 Subcomponent 3.1 – Labor Market Information

Objectives

This sub-component aims to address skills mismatches through support for regular collection and analysis of data, thereby contributing to an improved understanding of employer demand (jobs available or expected) and skills gaps in the Marshallese economy. This will

support NTC to develop and undertake a regular labor market analysis with a view to strengthening labor market intermediation and informing training investments, thereby better aligning training with employer demand.

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
3.1-1000	Strengthening the NTC Workforce on Labor Market analysis	NTC PIU	Hire International LMI Expert for X days to give guidance to NTC Personnel	Additional human resources with expertise in LMI
3.1-1100	Development of Guidelines for LMI data collection and analysis, and reporting	NTC PIU	Hire National Consultant for X days to work with the International LMI expert	Guidelines for RMI Labor Market data collection, analysis, and reporting
3.1-1200	Training and Development of NTC Staff	NTC PIU	International LMI Expert and National Consultant to conduct of Training Workshop for NTC staff on data collection procedures, analysis, and reporting	Trained LMI Staff

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
			Training on the use of hardware and software for data analysis	
3.1-2000	Hardware and software for use in LMI	NTC PIU	Procurement of Hardware and software for data analysis	Availability of Hardware and software
3.1-3000	Relationship Building with Business Groups, Education and Training Institutions, NGO	NTC PIU	Conduct of Workshops and Focused Group Discussions with the Business Groups, Education and Training Institutions, NGOs, and Peoples Organizations to strengthen ties with NTC and agree on data and information sharing Undertake signing of MOUs when warranted	Strengthened relationship with LMI sources
3.1-4000	Data-sharing	NTC PIU	Regular information collection for quarterly reporting from Business Groups, Education and Training Institutions, NGO	Labor Market Information

Monitoring and Evaluation

Relevant Indicator for sub-component 3.1

Indicator 3.1 - Skills and labor market information database established

Methodology

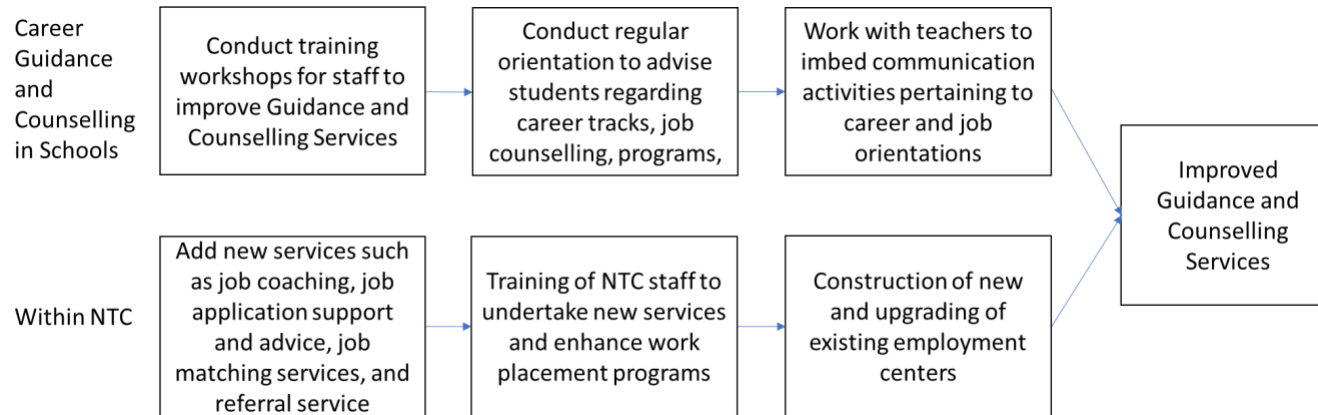
1. Monitor and evaluate through three databases to be established and maintained by NTC as well as a regular 'mystery client' survey to assess satisfaction rates.
2. Assess students' and jobseekers' satisfaction through a surprised 'mystery client' type of survey carried out by an external survey/ marketing firm.

4.7 Subcomponent 3.2 – Career counselling and job matching services

Objectives

This subcomponent aims to strengthen the education, training, career counselling, and job matching services offered in K–12 schools, CMI, USP, and NTC's employment centers to improve education, training, and employment outcomes of students and jobseekers

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
3.2-1000	Identify and develop or adapt relevant tools for academic and career guidance and job coaching	NTC PIU	Hire International Career Guidance and Counselling expert and National Consultant to assess, identify and adapt relevant tools, software, and counselling materials to be used by Schools and NTC; and develop guidelines and manual for career counseling and placement activities	Career Guidance and Counselling and job placement guidelines/ manuals. List of relevant tools for procurement Guidance on staffing requirement
3.2-1100	Expansion of Guidance Services in Schools	NTC PIU Schools, CMI, USP	Increase number of guidance counsellors and provide training on expanded guidance services to include continuing education, employment, and career pathways	Holistic and responsive guidance and counselling services in Schools
3.2-1200	Expansion of Guidance Services in NTC	NTC PIU	Add new services such as: one-on-one job coaching; job application support and advice; job matching services; local business liaison; broad range of referral services; and provision of regular coaching/ mentoring to counsellors working in schools, CMI, and USP Hire and train staff on expanded guidance services	Holistic and responsive guidance and counselling services
3.2-1300	Tools, training, and coaching	NTC PIU	Procurement of ICT-based tools for skills profiling, career recommendations matched to skills, and identification of skill gaps to prioritize learning goal towards career aspirations Training and coaching of counselors on the use of tools	Availability of ICT-based career counselling tools Trained guidance counselors on the use of tools
3.2-1400	Utilization of LMI in job-matching and career counselling	NTC PIU	NTC Staff to share relevant and timely LMI report to public and private schools and training institutions	Improved job-matching and career counselling
3.2-1500	Referral Services	NTC PIU	NTC to strengthening referral systems to include links with (i) training providers where jobseekers may benefit from further study, (ii) US federally funded programs such as Job Corps, and (iii) employment centers and RMI consulate services in the US where	Improved and responsive referral services

RMI Education and Skills Strengthening Project

SrN	What	Who	How	Output/ Outcome
			jobseekers intend to migrate	
3.2-2000	Construction of new and upgrading of (2) existing employment centers	NTC PIU CIU	Procure the services construction engineering firms to design and build, upgrade, or rehabilitate existing employment center, including: <ol style="list-style-type: none"> 3. Site preparation 4. Architectural and engineering design 5. Rehabilitation and construction adhering to national policy and regulations, the Bank ESF policy, and the project's environmental and social management plans 6. Climate resilient design measures 	New and accessible employment center
3.2-2100	Hardware and software in career counselling and employment centers	NTC PIU CIU	Procure hardware and software in accordance with the recommendations of international and national consultants. Note: this list is not exhaustive and other items will need to be reviewed for relevance.	Equipped employment centers

Monitoring and Evaluation

Relevant Indicator for sub-component 3.2

Indicator 3.1.1 - Female jobseekers supported by the NTC's employment centers

Indicator 3.2 - Counselors trained

Methodology

7. Monitor databases designed to centrally record (a) counselling data including participation of the counsellors in training and coaching as well as number and type of counseling meeting carried out.
8. Assess students' and jobseekers' satisfaction through a surprise 'mystery client' type of survey carried out by an external survey/ marketing firm.
9. Employer satisfaction

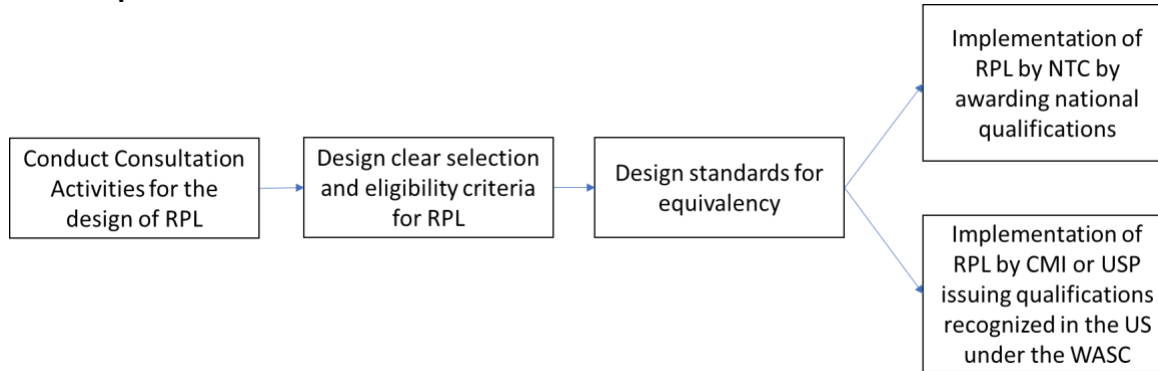
4.8 Subcomponent 3.3 - Recognition of Prior Learning

Objectives

This subcomponent will support workers who have skills learned on the job but are without a formal qualification through the establishment of an RPL system, based on occupational standards to be developed alongside the establishment of a national skills and

qualifications framework. It aims to support career progression and employment of workers/jobseekers with relevant skills while also facilitating entry into study programs at TVET institutions

Roadmap



Operationalization

SrN	What	Who	How	Output/ Outcome
3.3-1000	Design the RPL system inclusive of the processes and procedures	NTC PIU	An International Consultant, working closely with a national consultant will provide TA in the development of the RPL system including selection criteria, eligibility criteria, table of equivalency, and process for adding to the table as new disciplines emerge. The two consultants will undertake and/or participate in all activities within this subcomponent	Various iterations of the RPL system and a final approved version at the end of the assignment.
3.3-1100	Consultation with schools and employers on the design prior to implementation	NTC PIU	Conduct consultation on the proposed RPL system focusing on the eligibility criteria and on equivalency, particularly with employers.	RPL system is responsive to labor market supply and demand needs
3.3-1200	Upgrading skills of NTC staff	NTC PIU	Training of NTC staff on the concept, practices, procedures, and processes of the new system.	Well trained staff able to implement, manage, and maintain the system
3.3-2000	Implementation of RPL	NTC PIU	NTC and educational institutions (CMI and USP) to implement the system initially with support of the	National Equivalency of work experience per

SrN	What	Who	How	Output/ Outcome
			national and international consultant	National Qualification framework by NTC Equivalency issued by CMI or USP issuing qualifications recognized in the US under the WASC

Monitoring and Evaluation

Relevant Indicator for sub-component 3.3

Indicator 3.3 - Recognition of Prior Learning (RPL) system established and functioning

Methodology

10. Monitor records containing data about applicants/users, looking at the selection and placement process and outcomes.
11. Tracer studies to track future employment outcomes including further education or training

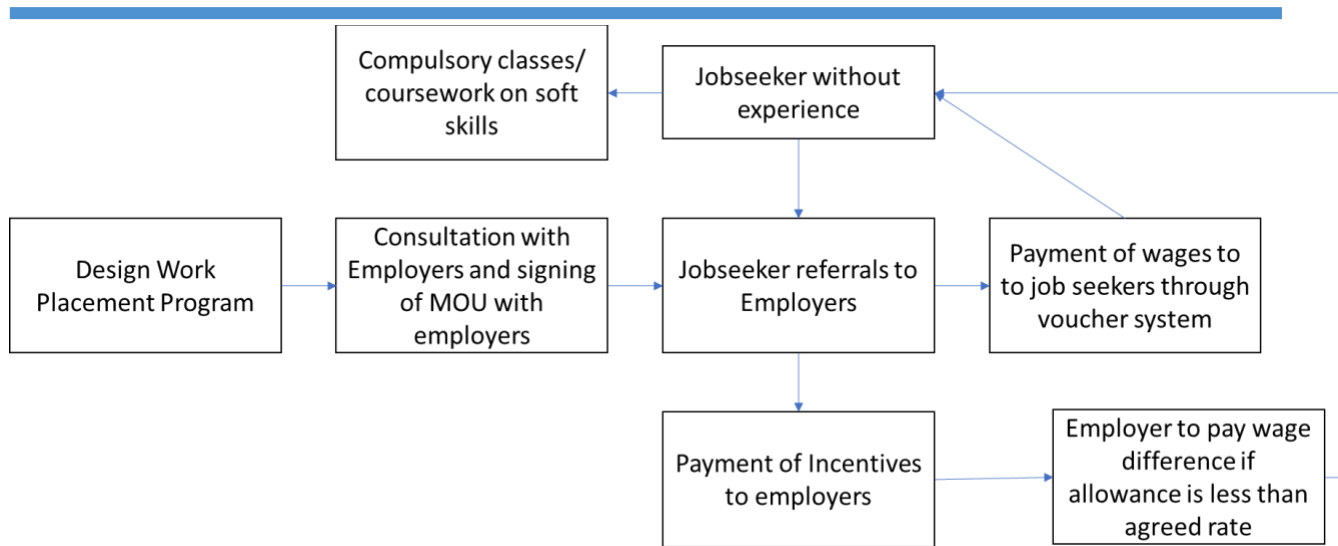
4.9 Subcomponent 3.4 – Work placement program

Objectives

This subcomponent will build on experience with NTC’s existing internship program by establishing a separate work placement program that provides subsidized work placements for jobseekers. The objective of the work placement program is to give jobseekers remunerated industry-relevant work experience while providing employers with incentives to trial employment of jobseekers without experience. The program will involve wage placement payments that decline over time as those undertaking a work placement gain experience.

Roadmap

RMI Education and Skills Strengthening Project



Operationalization

Sr.N	What	Who	How	Output/ Outcome
3.4-1000	Design of the WPP	NTC PIU	National consultant and NTC Staff to design the policies and procedures, including eligibility criteria, financial arrangements, and payment arrangements; as well as all forms and templates for effective operation. (Forms such as: Commitment Form from Jobseekers or standard employer MOU) The consultant will be involved in all activities of this sub-component	WPP System complete with procedures and processes
3.4-1100	Consultation with Employers and business groups	NTC PIU CIU	Conduct two stakeholder consultations on the proposed selection and eligibility criteria for WPP participants selection and eligibility criteria for participating employers including the MOU terms, responsibility of employers, and wage placement subsidy and employer portion.	Employers engaged in the design of the program and agree to key terms
3.4-2000	Administration of payment to jobseekers and employers	NTC PIU	Release of vouchers to the jobseekers in accordance with the MOU	Paid services of Jobseekers

Sr.N	What	Who	How	Output/ Outcome
	Administration of incentive payments	NTC PIU	Release of incentive payment to employees/trainees in accordance with the MOU	Paid services of employees/trainees

Monitoring and Evaluation

Relevant Indicator for sub-component 3.4

Indicator 3.4 - Individuals having successfully completed a work placement or internship program (cumulative)

Indicator 3.5 - Measurement of soft skills acquisition

Methodology

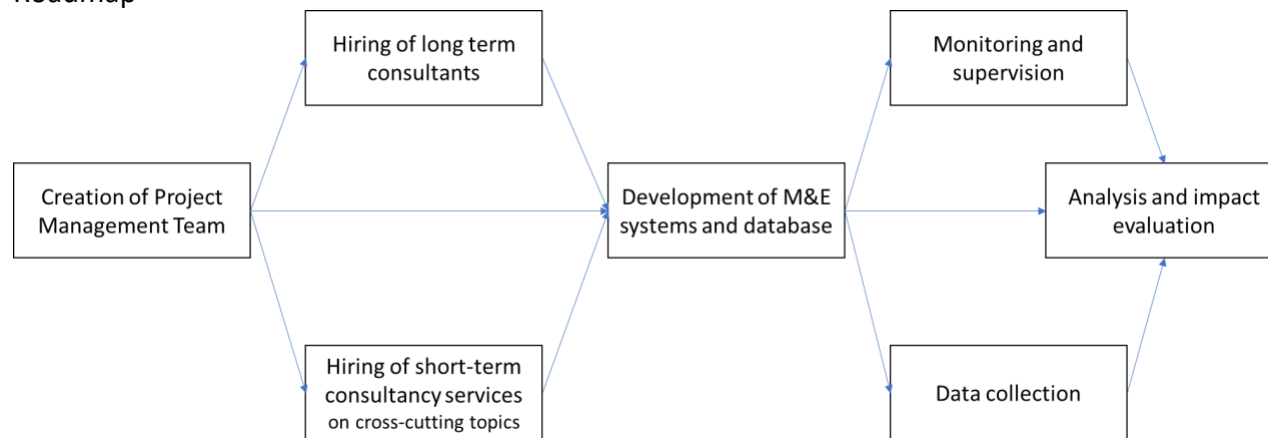
12. Monitor records containing data about applicants/users, looking at the selection and placement process and outcomes.
13. Tracer studies to track future employment outcomes including further education or training

4.10 Component 4 – Project Implementation Support, Planning, and Monitoring and Evaluation

Objectives

The objective of this component is to support the implementation and monitoring and evaluation of the entire project. Technical and operational assistance will be provided to all projects under components 1, 2, and 3. It covers selected cross-cutting, planning, capacity building, and monitoring and evaluation activities to be undertaken by the NTC and PSS supported by the Project Implementation Unit.

Roadmap



Operationalization

	What	Who	How	Output/ Outcome
4.1	Establishment of Project Management Team	NTC and PSS	<p>NTC and PSS to each nominate one project director at the deputy commissioner/manager level among their current staff (civil servant) to oversee the work</p> <p>Hiring of consultants to comprise the Project Implementation Unit (PIU) composed of one project manager; three coordinators (one for Component 1, one for Components 2 and 3, and one for Kwajalein atoll); one M&E specialist; and one administration assistant.</p> <p>Hiring, as may be necessary, of short-term consultancy services on cross-cutting topics (including preparing for the end of the Compact Free Association (CFA) support, communication, and so on</p>	Established Project Management Team for all project components
4.2	Development of Monitoring and Evaluation systems and databases	NTC, PSS, PIU	<p>Develop systems and procedures to undertake the following:</p> <ol style="list-style-type: none"> 1. Conduct training for heads of schools and training providers on data collection of student and teacher attendance. 2. Coordinate M&E activities including yearly monitoring visits to public secondary schools, CMI, and USP; 3. Design and rollout of an assessment of the acquisition of soft skills; Either EEE or TEACH Secondary classroom observations; to be developed through a consultancy 	Systematic procedures for monitoring, evaluation, and reporting.

	What	Who	How	Output/ Outcome
			<ol style="list-style-type: none"> 4. Establishment of a panel dataset and system for tracking outcomes of beneficiaries (students and jobseekers); 5. Establishment and maintenance of administrative databases for NTC; 6. Conduct of multimodal beneficiary engagement survey; 7. Creation of necessary links with other existing datasets and data collection activities such as MISAT, national examination, entrance tests at CMI and USP, school accreditation, and the Education Management Information System (EMIS); 8. Provide support to the M&E in the implementation of the Education Sector Plan 2020–23 for RMI. 	
4.1.1	Yearly monitoring visits of all public secondary schools	PSS	<p>Document Review to monitor the use of new pedagogical tools and strategies:</p> <ol style="list-style-type: none"> 1. Assessments 2. Plans 3. Coaching Reports 4. Enrollment Report 5. Attendance Reports 6. Dormitory Registration 	Assessment report on the use of new pedagogical tools and strategies

	What	Who	How	Output/ Outcome
			Confirm student's participation and attendance in the following: 7. Tutoring 8. Practicum 9. Computer-assisted learning 10. Other similar activities	Assessment report on the students' participation in program activities
			Interview Teachers and principals to document successes, challenges, and recommendations	Inputs for program improvement from teachers and principals
			Conduct classroom observations	Assessment report on the effectiveness of teacher practices
			Assessment of sample students to confirm the level of vocational and practical skills acquired	Assessment report on student skills
4.1.2	Monitoring and review of MISAT Scores	PSS	Correlate output of yearly monitoring visits with MISAT Scores	Correlation between the implementation of the component and student proficiency levels
4.1.3	Monitoring and review of CMI and USP Entrance Exams	PSS	Correlate output of yearly monitoring visits with CMI and USP Entrance Exams	Correlation between the implementation of the component and student proficiency levels
4.1.4	Establishment, maintenance, and monitoring of Education Management Information System (EMIS)	NTC and PSS	Recording of students' individual contact information and results of tracer study	Student Level database

	What	Who	How	Output/ Outcome
4.1.5	Conduct of Tracer Study	NTC and PSS	Track students' education and training, and their employment outcomes after graduation	Tracer Study
4.2.1	Monitoring the design and delivery of demand-driven skills development programs	NTC, PSS, CMI, USP	Use of CMI and USP in-house databases	Assessment Report from CMI A and USP integrated by the NTC
4.2.2	Monitoring the financial and in-kind support to students participating in programs	NTC, PSS, CMI, USP	Use of CMI and USP in-house databases	Assessment Report from CMI A and USP integrated by the NTC
4.2.3	Establishment of short training database	NTC	Design, development, maintenance, and monitoring of the short training database	Short training database
4.2.4	Updating of EMIS (developed in Component 1)	NTC, PSS	Add student-level information will be added to the database created under Component 1 to continue populating the student-level panel dataset.	Updated and complete student information in the database
4.2.5	Quarterly, Bi Yearly, Yearly monitoring visits	NTC, PSS	Confirm students' participation and attendance, use of dormitories, and so on; teachers and principals will be interviewed to document successes, challenges, and recommendations	Assessment report on students' participation and acceptance of the program and inputs for improvement
4.3	Establishment of Program databases for proper tracking and monitoring	NTC	Design, development, maintenance, and monitoring of the following databases: <ol style="list-style-type: none"> 1. counselling data including participation of the counsellors in training and coaching as well as number and type of counseling meeting carried out 2. application, selection, and results of RPL and work placement program (with a view to ensuring that benefits to jobseekers are maximized and 	Working data bases for counselling program, RPL and Work placement program, and jobseekers' information

	What	Who	How	Output/ Outcome
			employers meet their obligations under the scheme) 3. jobseekers' individual contact information to track their future education and training and employment outcomes	
4.4	Evaluation: Assessment of students' and jobseekers' satisfaction with services offered by counsellors in schools, institutions, and employment centers	NTC and External survey/ marketing firm	Conduct survey to be carried out by an external survey/marketing firm.	Assessment report on students' and jobseekers' satisfaction of the program
4.5	Preparation of Project implementation progress reports and presentation	NTC, PSS, PIU	Preparation and Presentation of analysis of M&E data collected over the last 6 months to the technical working group to identify successes and challenges and draw recommendations for course corrections and improvements	Monitoring and Evaluation Report, Impact evaluation, and directions for improvement.
4.6	Undertake a range of Project management duties for the efficient and transparent operation of the project	PIU	Project management, coordination, and operations such as financial management, procurement, environmental and social (E&S) risk management and development of annual workplans, TORs, contracts etc. fall under the responsibility of the PIU, in some cases in coordination with the CIU.	Efficient and transparent management of the project
4.6.1	Financial Management	PIU-CIU	The PIU will ensure the responsible, efficient, and transparent financial management in compliance with fiduciary rules and practices as outlined in WB documents and	Transparent financial transactions that are compliant with relevant regulations.

	What	Who	How	Output/ Outcome
			government of RMI regulations. The CIU will provide advice and guidance as needed.	
4.6.2	Procurement	PIU-CIU	The PIU is responsible for planning and executing all procurement activities from the identification of the need, development of TORs, preparation of bidding material, contracting and then contract supervision. The CIU will provide advice and guidance as needed.	Efficient and transparent procurement activities that are compliant with WB and government regulations.
4.6.3	AWPB	PIU	Every year, the PIU will consult with stakeholders and develop an Annual Work Plan and corresponding budget. The AWPB will build on the previous year and consider the procurement plan, disbursement schedule, as well as demonstrate understanding of the absorptive capacity of the target groups and the capacity of the implementing agencies to undertake the necessary work for implementation. The AWPB schedule is described in section 2.	A carefully considered annual workplan and corresponding budget.

Communication Campaign will be delivered through a PIU consultant as part of Component 4 (serial number associated with the subcomponent is maintained to indicate appropriate linkage).

Sr.N	What	Who	How	Output/ Outcome
1.1-6000	Communication campaign	PIU in consultation with PSS and NTC	Hire Communications consultant to design campaign materials	IEC Materials
1.2.1-8000	Communication campaign			
1.2.2-8000	Communication campaign			
1.3 –7000	Communication campaign		Develop campaign/ communication materials for online and onsite distribution	
3.2 – 9000	Communication campaign			
3.3 –5000	Communication campaign			

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Sr.N	What	Who	How	Output/ Outcome
3.4	Communication campaign			

5. Institutional arrangements

The implementation of the ESSP will require the leadership and active involvement of the NTC and PSS supported by the PIU and CIU and working in collaboration with other GRMI ministries and agencies organizations, employers, NGOs, and other public stakeholders. MFBPS's DIDA, as the unit responsible for coordinating all international development assistance to GRMI, will provide the fiduciary support, including financial management, the disbursement, procurement, and E&S risk management to ensure the ESSP implementation. DIDA will also be monitoring of the use of the proceeds of the financing as well as financial reporting to the WB/IDA in accordance with the provisions of the Financing Agreement.

Table 8: Primary agencies responsible and their responsibilities

Focal Point	Project Components / area of responsibility
MOEST	Implementing Agency
PSS	Component 1: Access to and quality of foundational and vocational secondary education
NTC	Component 2: Access to and quality of technical and vocational skills development
	Component 3: Strengthening the institutions for workforce development
PIU (In close cooperation with NTC, PSS and MFBPS DIDA)	Component 4: Project Implementation Support, Planning, Capacity Building, and Monitoring and Evaluation

MOEST will be the implementing agency for the project. Within the MOEST, day-to-day implementation of project activities will be delegated to NTC and PSS. Implementation of project activities will be primarily embedded within NTC and PSS, as interventions are intended to be integrated into current processes. The share of responsibilities between PSS and NTC is summarized in Table 7. Technical assistance will be provided under the project to improve the effectiveness of interventions and build capacity.

A PIU has been established within the MOEST to support NTC and PSS to carry out ESSP activities with due diligence and efficiency, and in conformity with sound applicable technical, financial, business and development practices.

5.1 Project Implementation Unit (PIU)

The GRMI will maintain, until the closing date, the PIU within MOEST. The PIU will include some MOEST staff as well as consultants hired by the project maximize buy-in and capacity building. NTC and PSS will each nominate one project director at the deputy commissioner/manager level among their current staff (civil servant) to lead the work; they will be supported by long term consultants operating as PIU staff⁴.

⁴ Such positions will not contradict the Government of RMI human resources regulations

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To ensure adequate coordination across components and activities, consultants of the PIU will physically sit together within NTC's offices (where more space is available) while Component 1's coordinator will regularly check in with PSS and work closely with the PSS project director.

The PIU reports to MOEST, which is responsible for preparing and implementing the project in accordance with annual work plans and budgets detailing project activities and eligible expenditures.

Table 9: Key PIU Staff

Team Member	Role	Contact information
Susan Kommwa	Project Manager	suekommwa@gmail.com
Meryl Hetine Heine	Coordinator Component 1	Esspcord1@gmail.com
John Mar Sakeasi	Coordinator Component 2 & #3	esspcord2.3@gmail.com
	Coordinator Kwajalein atoll	
	M&E specialist	
Sepola Lafita	Program assistant	sepola.lafita@gmail.com
	Communications Consultant	

The Project Manager is responsible for overall project coordination and technical guidance and will support the procurement of the various packages and studies together with the Procurement Specialist under the CIU. The Project Manager is accountable for financial management, budget, and M&E. The Project Manager reports to the NTC and PSS Project Directors and to the Project Steering Committee (PSC). Technical staff may be recruited as necessary through the standard procurement process.

Project Vehicle

A project vehicle will be procured for use by the project. Use of the project vehicle will be governed by the RMI Government Vehicle Policy (2017)⁵, particularly paragraph "2.1 Vehicles Assigned to Ministries – Establishment of Government Carpool" and all other paragraphs related to the use of this class of vehicle.

As relates to the ESSP specifically, the following will apply:

1. The vehicle will be shared by all project components.
2. ESSP work will be prioritized.
3. PIU team members will have equal and unfettered access based on need and on a reservation system that will be designed by the PIU.
4. The PIU will be responsible for the vehicle during project period and ensure daily maintenance of vehicle with regular repair and maintenance schedule to be done in accordance with the car-pool practice and protocol.

⁵ https://drive.google.com/file/d/1Z6tXggnmvJvR93ETqE8Et_dRiSMERCH/view?usp=sharing

5.2 Project Steering Committee (PSC)

A PSC shall be established through GRMI authorization and is maintained until the closing date of the ESSP.

Table 10: composition of the PSC

Role on PSC	Institutional Title
Chair	Ministry of Education, Sports and Training
Members	Chief Secretary to Cabinet
	Ministry of Finance
	National Board of Education
	National Training Council
	Public School System
	Board of National Training Council
	University of South Pacific
	College of Marshal Island
	Division of Labor in the Ministry of Labor and Immigration
	Public employers (Public Service Commission)
	Representative of Private Employers

The role of the PSC:

1. Provide strategic oversight on the project.
2. Provide visibility and transparency of the project.
3. Keep abreast of project progress and project plans.
4. Keep abreast of the next stages of the project and provide guidance and support especially in areas of E&S risk management requirement for the success of the project.
5. Keep abreast of and approve reporting requirements to the World Bank as required under the Financial Agreement.
6. Provide oversight of policy and governance implications relevant to successful implementation of the ESSP.
7. Facilitate and enable conflict resolution in the event of issues and/or conflicts that rise beyond the capacity and reach of the Implementing Agencies ability to resolve.
8. Ensure transparency and impartiality of the PSC activities, which includes striving to avoid appearance of conflict of interest or undue influence
9. Ratify any decisions made by the PIU
10. Formal approval of key ESSP documentation including, but not limited to, the POM and Project Annual Plans.
11. Overall facilitate the success of ESSP.

The principal functions and duties of the Chair of the PSC shall include:

1. Coordination of the PSC Secretariat (PIU will provide Secretariat services to the PSC)
2. Convening and Chairing Semi Annual PSC meetings
3. Ensuring the outcomes of all PSC meetings are reported to Cabinet in a timely manner

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4. Introducing formal voting procedures and Rules of Order for the PSC as considered appropriate

Meetings (Process)

1. The PSC will meet approximately 2 times per year (or as needed as called by the Chair).
2. All Members may send someone in their stead to the PSC meeting, at appropriate level to take binding decisions.
3. Where possible, the PSC operates based on consensus rather than formal voting. Specific procedures and rules of order for PSC deliberations, including voting procedures, should be proposed by the Chair (or Deputy Chair in the absence of the Chair) and adopted by the PSC at its first meeting and prior to any substantive deliberations or determinations. The specific procedures can reflect other project PSC operating in RMI or standard procedures for any high-level committee in RMI.
4. PSC minutes shall be maintained by the PSC Secretariat and circulated for approval within one week of PSC meetings. Minutes should be succinct and record only PSC decisions.
5. Regular meetings of the PSC ordinarily include at a minimum the following items on the agenda:
 1. Approval of minutes of previous meeting
 2. Report on status and progress of the ESSP.
 3. Report of Project Finances.
 4. Status reports and updates on sub-projects and activities under implementation.
 5. Significant changes in Project Risks and/or opportunities.

Meetings (Protocol)

1. Upon accepting appointment to the PSC, members commit themselves to ensuring the complete objectivity and transparency of the PSC, both in fact and in appearance.
2. The PSC must avoid the appearance of self-dealing, conflict of interest, or undue influence. PSC members cannot benefit directly from the ESSP.
3. No member of the PSC shall participate in any part of the ESSP in which that member, or an organization with which that member is associated, has an interest. In such cases, the member shall be excused from both the discussion and decision on the activity.
4. As a matter of principle, the PSC (and the ESSP Project as a whole) must operate in as transparent a manner as possible. The PSC Secretariat should maintain an official record of each PSC meeting, which is available to the public. However, to protect PSC members from external pressures, neither the identities of PSC members, nor the attributed statements of PSC members during deliberations, shall be disclosed.

Quorum

1. Membership majority (50% plus 1) shall constitute a quorum for the PSC

Support

2. Secretariat support will be provided by Project Manager.

Role Evaluation

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3. The Role of the PSC (including these Terms of Reference) will be reviewed on an annual basis, under the direction of the Chair.

Approval

Cabinet shall **Authorize** the Project Steering Committee (PSC) to be responsible for providing oversight and strategic guidance for project implementation. It is further authorized that the PSC be chaired by the Minister of Education, Sports and Training.

Communication

DIDA will be responsible to implement the information and communication activities in accordance with the WB guidelines and regulations to ensure adequate promotion and the visibility of the project towards the target groups and towards the public.

The PIU and the project partners (NTC and PSS) will be responsible to provide data, records, photo images, video images, interviews, and other information as required by DIDA.

Development Partners Co-Ordination

Many development partners are implementing or planning to engage with GRMI in the short to medium-term in the social sector (education, employment, health). The PIU will endeavor to coordinate with other projects in RMI to avoid duplication, ensure complementarity, and exchange information.

DIDA has taken the lead in ensuring that regular donor coordination meetings are held and to keep the donor community abreast of new development in the sector. The WB through the project will maintain its support to these efforts.

5.3 World Bank Team

The implementation support to the project will be flexible and efficient. The World Bank will be represented by two Task Team Leaders (TTLs), who lead a team of people with different technical specializations; each will contribute according to their area of expertise. The Bank TTLs will provide ongoing support by coordinating with the client and among World Bank staff who will provide implementation support on technical, fiduciary (FM and procurement), and E&S aspects.

The Task Team will review and give 'no objection' on behalf of the World Bank to key project documents like the annual budget, the procurement plan, the implementation manual as well as important steps in the procurement process. The task Team will also review and accept regular reports from the PIU about the project.

The Task Team will conduct twice yearly supervision and implementation support missions to assess project progress, to assist with resolving issues that might be causing delays in achieving the project objectives and to check that the project is being implemented according to the agreed financial, legal, E&S management and procurement processes in conjunction with government counter parts. The task leaders will monitor the project progress against the monitoring indicators in the Results Framework. The Bank will conduct additional missions/meetings when a need arises especially at early stage. The Bank will also monitor risks and update the risk assessment and risk management measures, as needed. Implementation Support Missions

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provide a good opportunity to learn about the World Bank, to ask questions of specialist team members and work together to improve processes and resolve any implementation issues.

During these missions the Task Team may meet with key stakeholders (both within and outside government) and with project beneficiaries to assess progress and status of implementation. The Task Team may review legal, financial and procurement records and make suggestions on improvements to procedures. The PIU will ensure that files are up to date and available before the Task Team arrives.

The best point of contact will be the TTLs whose responsibility it is to seek input and consolidate advice from other members of the team. Even if the project team is in direct contact with other team members, it would be advisable that the TTLs are copied on all correspondence with the Bank.

A mid-term review will encompass a more in-depth stock taking of performance under the project and will take place after July 2, 2024, or other date as agreed with the project entities. Based on the assessment of progress at the mid-point of the project, recommendations for improvements/changes to the project would be considered by government counterparts and the Bank.

6. Environmental and Social Risk Management

6.1 Overview

The GoRMI is responsible for ensuring that the project is carried out in accordance with the provisions of the Financing Agreement, Project Appraisal Document (PAD), Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Plan (ESMP), Stakeholder Engagement Plan (SEP) including the project's Grievance Redress Mechanism (GRM), Labor Management Procedures (LMP), and any other management documents prepared under the Project, as well as any other requirements to ensure compliance with World Bank's Environmental and Social Standards (ESSs). The GoRMI must also address and manage the risk of Gender-Based Violence (GBV), sexual exploitation and abuse and sexual harassment (SEA/SH), and/or violence against children (VAC) which could occur due to project activities.

Environmental and Social (E&S) risk management includes the identification of potential environmental and social risks and impacts, ensuring ongoing meaningful communication and genuine engagement with project stakeholders including those who are vulnerable or marginalized; upholding health, safety and labor standards; managing and monitoring E&S risks including any potential loss in access to land, services or livelihoods arising from project activities, and providing effective grievance management services, across all ESSP components and activities.

Environmental risks under ESSP primarily relate to managing construction impacts during the renovation and construction of new buildings, including risks to workers and the community during construction, as well as risks in relation to managing water use, wastewater, and solid waste from upgraded facilities. However, other environmental risks may arise and will need to be assessed by the CIU E&S team on an ongoing basis. Social risks to beneficiaries (including students, teachers, and schools) during project works include: (i) potential disruptions to learning caused by noise and air-borne pollutants and/or reduced access to classrooms if works are undertaken when schools are operational; (ii) potential health and safety issues caused by unsafe work practices and/or uncontrolled access to construction sites; (iii) potential for sexual exploitation and abuse and sexual harassment (SEA/SH) by project workers.

E&S instruments prepared also manage risks arising in relation to other project activities such as technical advisory, technical assistance, and studies – e.g., policy analysis, guidelines, studies, design, awareness raising, training and capacity building. In the event of a conflict between the provisions of any of the Instruments or the ESCP and those of the Financing Agreement, the provisions of the Financing Agreement shall prevail.

6.2 Legal and regulatory framework for managing environmental and social risks and impacts

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The requirements for managing E&S risks and impacts of the project are determined by relevant national laws and regulations, the World Bank’s ESSs, and the World Bank’s Environmental, Health and Safety Guidelines and global industry best practice.

Country specific policy, legal and administrative frameworks relevant to the project

The ESMP outlines the national laws, policies and regulations applicable to the project. These include:

- RMI Constitution
- Local Government Act 1980
- Industries Development Act
- Environmental legislation including: National Environmental Protection Act 1984; Environmental Impact Assessment (EIA) Regulation 1994; Solid purchase of hardware Regulation 1989; Trade Facilities and Sewage Disposal Regulations 1990;
- Labour legislation including: Labour (Non-Resident Workers) Act 2006; Public Service Commission Act 1979
- Relevant International Conventions

Applicable World Bank Environmental and Social Standards (ESSs)

Five out of the ten World Bank ESSs are relevant for ESSP, namely: ESS1, ESS2, ESS3, ESS4, and ESS10. ESS5 to ESS9 are assessed as not relevant to the project; further details and mitigation measures to address the relevant standards are shown below at **Error! Reference source not found..**

Table 11: World Bank ESS relevant to the ESSP

World Bank Environmental and Social Standard (ESS)	Explanation
ESS1 Assessment and Management of Environmental and Social Risks and Impacts	ESS1 sets out the requirements for assessing and managing environmental and social risks. The ESMP provides guidance with respect to management of and compliance with ESS1.
ESS2 Labor and Working Conditions	ESS2 sets out the requirements for working conditions, worker health and safety, and restrictions on the use of child and forced labor, and includes the requirement to maintain a grievance mechanism for workers. The LMP is the relevant instrument to comply with ESS2 and applies to all Project Workers.
ESS3 Resource Efficiency and Pollution Prevention and Management	ESS3 covers all discharges to air, land and water and the requirements to avoid and mitigate impacts. Aggregates will be required for construction purposes, and as there are no identified sustainable local sources of aggregates in RMI, the ESMP requires all aggregates to be imported. ESS3 also covers efficient use of water, energy and materials for structures and buildings. The ESMP provides screening processes for identifying and managing risks.
ESS4 Community Health and Safety	ESS4 mitigates and manages risks to community health and safety from project activities including construction-related safety issues, worker behavior risks to communities (including GBV/SEAH). The ESMP includes mitigation measures to address gender, disability, community health and

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	safety risks associated with the project. Codes of Conduct are required to be signed by all Project Workers.
ESS5 Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement (not currently relevant)	ESS5 is not currently relevant. Land will be required to construct new accommodation and TVET facilities and construction of dormitories for students. However, the ESMP includes screening of the land access and confirms that there will be no need for any involuntary land acquisition or use of land that is outside existing school leased or owned land. No new lease arrangements are required. Management of works including any temporary displacement will be managed under ESS1 and appropriate mitigation is included in the ESMP.
ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources (not currently relevant)	ESS6 is not currently relevant. No biodiversity risks or impacts have been identified through screening. The ESMP confirms that construction activities will take place in highly modified environments which do not have any natural values.
ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities (not relevant)	ESS7 is not relevant.
ESS8 Cultural Heritage (not currently relevant)	ESS8 is not currently relevant. There are no physical cultural resources on sites proposed for construction works as these are all within existing schools or education facilities which have been previously disturbed. A chance finds procedure has been included in the ESMP as a precautionary measure.
ESS9 Financial Intermediaries	Not relevant
ESS10 Stakeholder Engagement and Information Disclosure	ESS10 requires the preparation of a SEP to identify stakeholders, manage engagement and grievances, and disclose information relevant to the stakeholders. The SEP is the relevant instrument for compliance with ESS10 and includes a project grievance mechanism to facilitate the update and management of stakeholder concerns and grievances.

The Project was rated as ‘Moderate’ for Environmental and Social Risks, using the World Bank Environmental and Social Directive for Investment Project Financing at Appraisal. A Moderate risk rating means the risks are considered predictable and/or manageable, are moderate in spatial extent and magnitude and do not influence and are located away from sensitive or high value locations. There is a low probability of serious adverse effects to human health and/or environment and there are known and reliable mechanisms available to prevent or minimize risks if they do arise. Based on the identified risks and the impacts, the previously mentioned management plans have been prepared and will be implemented to address these risks.

The risk of SEA/SH is assessed as low as physical works will not take place during school hours, thus limiting contact between students and construction works. Worker behaviour can be informed by appropriate training and code of conduct and good oversight/supervision.

If, at any time, the risks of any activity increasing the risk rating from moderate to Substantial or High, no work on that activity will continue until the PIU and CIU have presented the risks to the World Bank Task Team for consideration. Further World Bank (E&S) processes, including the potential for project restructuring, may be required before the activity can continue, unless actions are taken to mitigate the risks to a lower risk rating.

6.3 Environmental and Social Management Plans

The GoRMI has prepared and submitted the project ESCP which outlines the agreed E&S commitments and activities required for GoRMI to meet the requirements of the World Bank's ESSs, and to address and manage environmental and social risks and impacts of the project. The ESCP outlines the environmental and social management plans based on the screening that are required to be prepared and implemented and spells out the requirements and responsibilities for implementing the plans. The ESCP was reviewed and accepted by the World Bank as part of the ESSP Financing Agreement.

The project ESMP prepared by the CIU E&S team in collaboration with implementing agencies, details the potential environmental and social risks associated with the project, including those associated with technical advisory, facility upgrades, new facilities, introduction of new courses and training courses, and how those risks will be mitigated and managed. Risk and impacts include health and safety risks, labor and GBV, SEA/SH, and VAC etc. It also establishes the processes, procedures and institutional arrangements required for effective risk management including the roles and responsibilities of all parties. The ESMP applies to the whole project and must be followed and implemented when undertaking project activities. The CIU will ensure that the ESMP accurately incorporates site-specific activities and will include any additional mitigation measures as required. The PIU, with support from the CIU E&S team will then be responsible to ensure that the ESMP is properly implemented under the project.

In addition to the ESMP, other E&S instruments required by the World Bank have been prepared and disclosed. These include the Stakeholder Engagement Plan (SEP) to manage engagement, communications, and feedback throughout the project and includes the project Grievance Redress Mechanism, and Labor Management Procedures (LMP) to document how project workers will be engaged and managed and how their rights will be protected and to document OHS requirements, and which includes a grievance mechanism for workers.

The requirements of the ESMP and other E&S instruments and management plans are not repeated in this POM, however they are companion to this POM and must be implemented during the project.

Implementation of the relevant sections of the ESMP will be the responsibility of the design and supervision consultants reporting to the PIU, with support from the CIU. Design and supervision consultants will also be responsible for ensuring the Contractor complies with the ESMP. The PIU will maintain oversight of these activities with support, training, oversight, and auditing by CIU.

The ESMP includes environmental, social, health and safety clauses that the PIU must ensure are included in contractor bid documents for contracted works. Site-specific mitigation measures will be inserted into the bid documents, along with specific mitigation measures prescribed in the ESMP.

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The CIU E&S management advisors will be responsible for the oversight of the environmental, social, health and safety activities of the contractor, and will review bid draft documents to ensure relevant ESMP measures are captured in bid documents, review contractor's environmental and social management plans (C-ESMPs), which will be prepared by the contractor, and will conduct periodic on-site visits to monitor and supervise progress. The CIU E&S advisors will train PMU and Implementing Agency staff on basic environmental, social, health and safety activities and mitigation measures so that they can provide contractor oversight in between CIU E&S advisor site visits.

Technical Advisory and Services

All technical assistance (TA) or studies carried out under the Project will be consistent with the ESCP, instruments and the World Bank ESSs. Technical advisory and services can influence or affect environmental and social well-being and harm during the Project or 'downstream' of the Project (after Project close). In accordance with the ESCP, the CIU will review draft TOR for consultants (or work plans for activities carried out by contractors) for potential risks and ESS compliance and will provide comment and corrective measures. Thereafter the CIU will support the PIU to supervise the consultation, engagement activities, field work, data collection, analysis, outputs, and recommendations to ensure they are all consistent with the ESCP, ESMP, other environmental and social management plans, and the ESSs.

Information Disclosure

The mechanism and channels for information disclosure and citizen engagement are set out in the Project *Stakeholder Engagement Plan (SEP)* available from the Project Office and on the MOF/Central Implementation Unit website: <https://www.ciudidasafeguards.com>.

All the environmental and social management instruments and plans are published on the CIU DIDA E&S website and will be accessible through project implementation. These instruments are namely the ESMP, ESCP, LMP, SEP and GRM.

ESCP Monitoring Evaluation and Reporting

The PIU is responsible for the internal monitoring, evaluation and reporting of the ESCP and ESMP. The PIU will collect and report data using the ESCP monitoring plan:

Table 12: Monitoring and Reporting Plan

Compliance Issue	Key Performance Indicator (KPI) and Target parameter to be monitored	How is the parameter to be monitored/ type of monitoring equipment	When is the parameter to be monitored- frequency of measurement or continuous
ESCP Compliance	All actions are implemented in accordance with the requirements of the ESCP.	Review work plan progress against the actions and milestones in the ESCP.	Six monthly – reported in Six Monthly Report to the World Bank and at least one week prior to missions for reporting during mission.
Grievance Redress	Percentage of complaints that are resolved within the time Target: 100% of complaints are resolved within the time	Review Grievance Mechanism records	Six monthly – reported in Six Monthly Report to the World Bank and at least one week prior to missions for reporting during missions.

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Capacity Building (ESCP Actions CS1)	Percentage of capacity building Target: 100% completed on time	Check capacity building records against capacity building plan	Six monthly – reported in Six Monthly Report to the World Bank
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ESSP PIU monthly reports will include ESCP implementation progress for their respective components. PIU will submit to the World Bank semi-annual reports that will provide an overview of the progress with environmental and social risk management, and highlight issues that need attention.

6.4 Stakeholder Engagement

The Project-wide Stakeholder Engagement Plan (SEP) identifies stakeholders and details the overall approach and program to engaging with identified project stakeholders. The SEP will be implemented for the duration of the Project. The purpose of the SEP is to ensure appropriate stakeholder consultation, participation and information sharing at all levels – including project sites and communities, with the goal of supporting ESSP decision-making and implementation. The CIU E&S advisors will also prepare an action plan outlining specific details on stakeholder engagement activities, information, where and those responsible, for integration into project work plans and. The SEP is a ‘live’ document which will be updated in response to evolving circumstances, demands, and lessons learned throughout project implementation.

The purpose of stakeholder engagement, including regular communication and consultation is to gather stakeholder input and feedback on subproject design and implementation, and the effectiveness of mitigation measures. Two-way mechanisms for ongoing consultation are essential throughout the life of the project, to disclose information and seek feedback. Consultation with relevant government officials, the business community, civil society (NGOs etc.), local leaders, community groups and other beneficiaries will assist in providing a different perspective and needs and provoke discussion on practical alternatives relevant to the local context. It is especially important that stakeholder engagement includes people who are vulnerable and underrepresented in planning and decision-making processes, and that there are special measures to adapt to the engagement needs of these vulnerable groups.

Engagement with community stakeholders during construction works will take place in two places, as outlined in the ESMP and SEP: (i) direct engagement with resident’s and community residents or working in areas close to the proposed building activities; (ii) public notification of civil works. Consultation should be undertaken by the contractor’s supervisor pursuant to the SEP program, with oversight by the CIU safeguards personnel.

Implementation of the SEP and relevant action plans is the responsibility of the PIU, with technical and oversight support from the CIU. Stakeholder engagement must be coordinated across the project and between Projects in RMI. The CIU will manage and coordinate the stakeholder engagement activities across the ESSP components and across the World Bank portfolio to avoid duplication and consultee burn-out. The PIU will keep the CIU informed of the ESSP work plan, including all stakeholder and public communications initiatives. The CIU will

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review the risks, review the approaches to engagement and provide additional support and expertise, to ensure effective engagement occurs and there is full compliance with the ESCP, SEP and other instruments and the World Bank ESS.

Consultation and other engagement activities may be carried out by the MWIU, PIU, CIU, or consultants engaged by any of those parties on behalf of the GoRMI for ESSP. All parties must follow the SEP and the advice provided by the CIU. Consultation materials, reports and other outputs will be reviewed by the CIU prior to finalization and use. Stakeholder engagement record keeping are the responsibility of the entity conducting the consultation and must be prepared using the PIU-CIU agreed format.

Project Grievance Redress Management

A Grievance is a report from a community or individual who believes that they are adversely affected by a World Bank-supported project. The SEP sets out the ESSP Grievance Redress Mechanism (GRM). The Finance Agreement indicates that the GRM must be operational by the Project Effective Date and implemented throughout the Project, across all components (ESCP).

The CIU responsible for preparing the Project grievance mechanism, including action plans for operationalizing the GRM for integration into work plans, and the PIU is responsible for the operationalization and implementation. The CIU is responsible for technical support as detailed below. Awareness raising on the GRM needs to be part of stakeholder engagements and promoted for example through project notice boards. The GRM contained within the SEP includes a step-by-step process for addressing and resolving grievances. Disclosure must be in a location and in a manner that is accessible by Project Affected People, project interested parties, and project beneficiaries. The Grievance Mechanism must be publicized in a manner and in a location accessible to project affected people, interested parties and project beneficiaries.

The GRM includes a specific procedure for dealing with grievances arising from project-related sexual exploitation and abuse and sexual harassment (SEA/SH), which will include referral to the relevant GBV service provider with the survivor's informed consent.

7 Project Grievance Management

A Grievance is a report from a community or individual who believes that they are adversely affected by a World Bank-supported project. The SEP sets out the ESSP Grievance Redress Mechanism (GRM). The Finance Agreement indicates that the GRM must be operational by the Project Effective Date and implemented throughout the Project, across all components (ESCP).

The CIU responsible for preparing the Project grievance mechanism and the PIU is responsible for the operationalization and implementation. The CIU is responsible for technical support as detailed below.

Grievance Redress Process

Step 1: The process begins when an “Aggrieved Party” (the “AP” or the person making the complaint) raises a concern to a Project employee, contractor, or someone at the DIDA/CIU through any government Office using the on-line complaint form.

The person who receives the complaint is called the “Recipient”. The Recipient is required to pass this information to the ESSP Designated Contact Person (DCP) within 12 hours using the Grievance Form. The DCP will be a PIU Officer (The PM or person appointed by the PM).

Step 2: After receiving the complaint, the DCP will document or “log” the concern in the Complaints Register. This will serve as an official record that a complaint has been received and when the matter has been resolved.

Step 3: The DCP will determine whether the concern is related to the project, and if it is, the investigation will begin immediately (see Step 4). If the matter is not related to ESSP, the DCP will advise the Project Manager and the AP will be referred to the appropriate authority to resolve the issue and the matter is closed on the Complaints Registry.

Step 4: The DCP will determine if the complaint relates to a serious or sensitive matter. If this does, the DCP will immediately refer the matter to the Project Manager for escalation, investigation, and resolution. The DCP will also notify the CIU and the World Bank.

“**Serious or sensitive matters**” refer to issues involving potential criminal activity, political interference, conflicts of interest, corruption, land claims, gender-based violence (GBV), sexual exploitation, abuse, or harassment (SEAH) violence against children (VAC) or human trafficking (HT).

In the case of potential criminal activity, it is important that the Project GRM process does not impede investigation by the appropriate authorities. In situations involving land disputes or claims, the matter will be referred to the Secretary, Ministry of Finance.

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If the concern is related to GBV or SEAH, the Project will first seek to ensure that the victim is safe and has access to required support services. For these reasons, a referral will be made to the *WUTMI Weto in Mour: Violence against Women and Girls Support Service*.

If determining the grievance is project related but is not of a serious or sensitive nature, the DCP will advise the Project Manager and CIU. The DCP and Project Manager will attempt to resolve the concern to everyone's satisfaction within 24 hours, or within 2 weeks if consultation with other parties is required.

Steps 5-6: If resolution is not achieved within 2 weeks, the situation will be referred to the Executing Agency (MOEST Secretary), who will also attempt to resolve the matter within 2 weeks.

Steps 7: If resolution has still not occurred following attempts by the Project Manager and MOEST Secretary, the matter will be referred to the PSC (through the chair); the PSC will have 1 month to resolve the matter.

Step 8: If the issue remains unresolved or the complainant is dissatisfied with the outcome proposed by the PSC, the AP may refer the matter to the appropriate legal or judicial authority. The decision of the Court will be final.

ESSP Grievance Redress Process

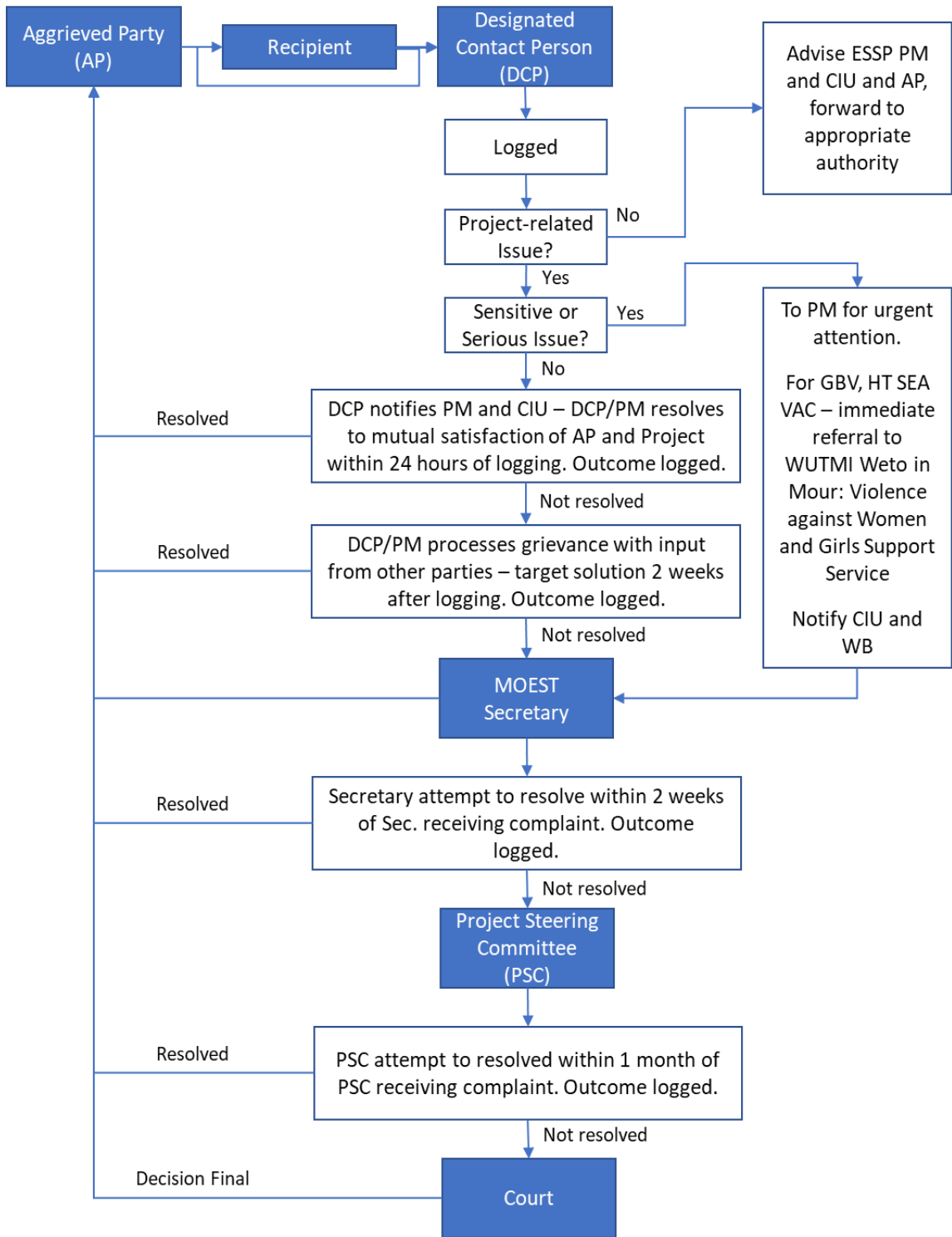


Figure 1: Grievance Redress Process

7.1 Reporting on GRM

Incident Reports

1. Within 12 hours, Complaint Recipient must notify the ESSP Project Manager.
2. Within 12 hours, the ESSP Project Manager must complete the Grievance Form and initiate the investigation

Monthly Reports

1. The ESSP Project Officer completes monthly reports that summarize all new complaints, enquiries and grievances received, the type of concern and the number of days it took to resolve the matter. Monthly reports also summarize the status of any outstanding matters from previous months.

Quarterly Reports

2. The ESSP Project Officer completes a quarterly report for the ESSP Project Manager, CIU and the World Bank, that contains the following statistics:
 1. Total number of grievances and complaints received
 2. Total number of grievances and complaints resolved
 3. Total number of grievances and complaints active
 4. Total number of grievances and complaints unresolved
 5. Average number of days to resolve grievances and complaints.
3. Quarterly reports also need to specify any changes the project has made in response to existing or previous complaints.

Annual Reports

1. The ESSP Project Manager completes an annual report that summarizes all grievance statistics and response information for that year. This information is provided to the ESSP Project Manager, CIU, the World Bank and the Steering Committee (SC).

Immediate Reporting to CIU and the World Bank by the Project Manager under the following circumstances:

1. Grievance or complaint is related to physical injury or death, including those incurred because of gender-based violence.
2. Grievance or complaint received relating to sexual exploitation, abuse, or harassment (SEAH), violence against children or human trafficking.

Immediate Reporting to WUTMI-WIM by the Project Manager of the following:

1. Grievance or complaint is related to gender-based violence, sexual exploitation, abuse or harassment, or violence against children.

7.2 Incident Management

An incident is defined as an unplanned event that happens in a project or because of a project, or could have, negative health, safety, environment and/or social impacts. Examples of incidents include fatalities, serious accidents, and injuries; sexual exploitation and abuse (SEA) or other forms of gender-based violence (GBV); a spill or release of pollutant, wildlife conflict, disease outbreak or physical damage to a protected habitat. A “Health, Safety, Environmental and Social Incident Response Procedure” (IRP) has been developed for RMI that will be implemented during the Project.

The Incident Procedure is based on a classification of incidents as shown in Figure 2.

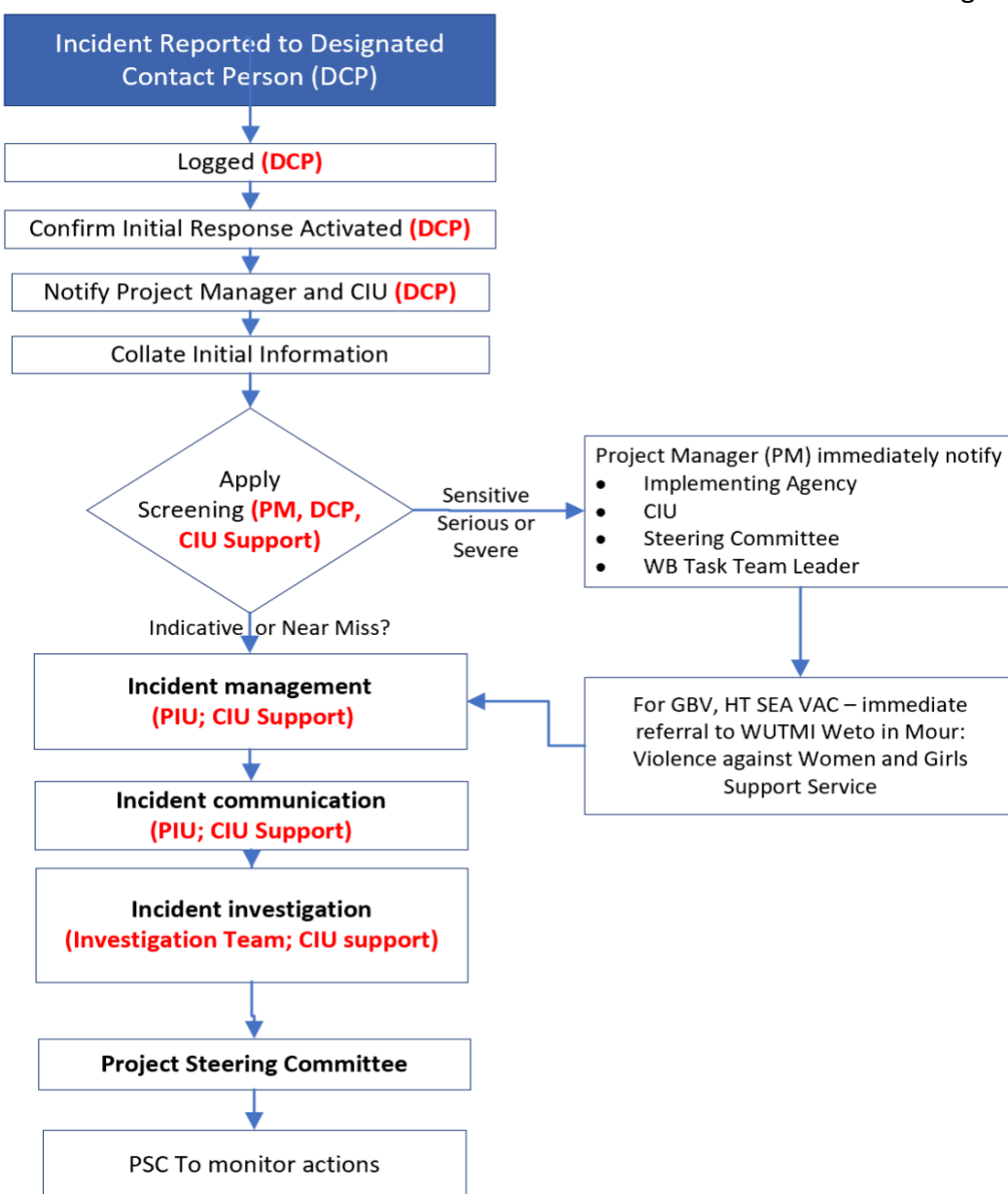


Figure 2: Incident reporting procedure
Project Operations Manual

Incident Screening PIU, DCP, CIU support		
Classification	Health and Safety	Environmental and Social
NEAR MISS	<ul style="list-style-type: none"> No personal injury sustained, but where, given a slight shift in time or position, damage or injury easily could have occurred. NEAR MISS incidents with High Potential Risk to be treated as SERIOUS for purposes of this incident classification. 	<ul style="list-style-type: none"> No property was damaged or persons affected, but where, given a slight shift in time or position, environmental damage or social impact easily could have occurred. NEAR MISS incidents with High Potential Risk to be treated as SERIOUS for purposes of this incident classification.
INDICATIVE	<ul style="list-style-type: none"> Incident that results in a no more than minor injury to any individual Failure to implement agreed H&S measures with limited immediate impacts 	<ul style="list-style-type: none"> Relatively minor and small-scale localized incident that negatively impacts a small geographical area or small number of people. Results in no more than minor harm Failure to implement agreed E&S measures with limited immediate impacts
SENSITIVE	<ul style="list-style-type: none"> Incident involving GBV, HT SEA VAC 	<ul style="list-style-type: none"> Incident involving GBV, HT SEA VAC
SERIOUS	<ul style="list-style-type: none"> An incident that caused more than minor injury to any individual. Failure to implement H&S measures with significant impacts or repeated non-compliance with H&S policies incidents Failure to remedy Indicative non-compliance that may potentially cause significant harm. Is complex and/or costly to reverse May result in some level of lasting injury Requires an urgent response Could pose a significant reputational risk for the Project. 	<ul style="list-style-type: none"> An incident that caused more than minor harm to the environment, communities, or natural or cultural resources Failure to implement E&S measures with significant impacts or repeated non-compliance with E&S policies incidents Failure to remedy Indicative non-compliance that may potentially cause significant impacts Is complex and/or costly to reverse May result in some level of lasting damage or impact on communities or individuals Requires an urgent response Could pose a significant reputational risk for the Project.
SEVERE	<ul style="list-style-type: none"> Any fatality Incidents that caused or may cause significant injury to individuals. Failure to remedy serious non-compliance that may potentially cause significant harm that cannot be reversed Failure to remedy Serious non-compliance that may potentially cause severe harm Is complex and/or costly to reverse May result in high levels of lasting injury Requires an urgent and immediate response Poses a significant reputational risk to the Project. 	<ul style="list-style-type: none"> Incidents that caused or may cause significant harm to the environment, communities, or natural or cultural resources Failure to remedy serious non-compliance that may potentially cause significant impacts that cannot be reversed Failure to remedy Serious non-compliance that may potentially cause severe impacts Is complex and/or costly to reverse May result in high levels of lasting damage or injury Requires an urgent and immediate response Poses a significant reputational risk to the Project.

Figure 3: Incident Classification

The roles and responsibilities in the event of a Sensitive, Serious or Severe incident:

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Table 13: Sensitive, serious, or severe incident management roles and responsibilities

	ESSP PIU/CIU	World Bank
Incident occurs	Immediately: Site Manager/Controller secures the safety of people and workers and provide immediate care Once site / people are safe: DCP informs ESSP Project Manager and CIU.	
Screening Classification	Immediately on notification: Project Manager and CIU screens and classifies incident in terms of severity using the Incident Classification Guide in procedure	
Notification	Project Manager reports incident to World Bank TTLs immediately. Regulatory, stakeholder and media notification by PIU (with CIU support as required) Suppliers report to Government as per contact person(s) contract specified in the contract	Task Team prepare incident report for Bank management. Notify PIU about Bank process for investigation.
Investigation	PIU assigns Investigation Team, which must include, as a minimum, a PIU representative and a person from the CIU For Serious or Severe, Investigation Team conducts Root Cause Analysis within 10 days. Promptly provide information requested by the Bank and facilitate incident site visits (in person or virtual).	May conduct fact-finding mission (in person or virtual) with necessary expertise for the specific incident. Support the PIU to supervise the Root Cause Analysis.
Response	Investigation Team - prepares Investigation Report setting out: Key causes (supported by evidence) Recommendations to address causes – called an Action Plan 1. Applicability of the cause to other locations/divisions 2. Supporting data (e.g. drawings, photos, witness statements etc.) Conclusions (once the root causes have been identified).	Task Team reviews Investigation Report and comments and agrees on content and Action Plan. Shares the Investigation Report with Bank management.
Follow-up and closure.	Project Manager reports to SC PSC to monitor the implementation of the Action Plan. PSC closes out incident.	Support, supervise and advise during the implementation of Action Plan. Adjusts project risk ratings. Agrees to incident closure.

Incident records will be collated and reported in the semi-annual progress reports to the World Bank.

7.3 Capacity Building

As part of project preparation, environmental and social capacity building needs of the PIU, project workers (such as consultants, contractors, NTC, and PSS staff and training providers) were identified to help these stakeholders identify, address and manage environmental and social risks and impacts arising under the project. The CIU E&S team will work with the PIU to apply and implement the ESMP and other instruments as required through the projects. The team is responsible for training the PIU, CIU, Project Steering Committee, NTC, PSS, and other staff/consultants and contractors involved in the project on their environmental and social responsibilities.

Recommendations for areas of specific capacity building have been included in the ESCP, to be implemented throughout the project lifecycle. Recommendations include training on the World Bank's ESF and the requirements of the project's ESCP, ESMP, LMP and SEP including:

- roles and responsibilities for risk management under the project;
- implementing the LMP when engaging with workers; screening and managing risk;
- how to use the grievance mechanism;
- stakeholder engagement basics for the Project;
- code of conduct and SEA/SH training for project workers;
- occupational health and safety relevant to their role; and
- civil works bid document preparation, contractor requirements and supervision.

8. Monitoring and evaluation

8.1 Organizational Arrangements and Objectives

Results monitoring will be led by PSS and NTC with support from the PIU which will include an M&E specialist and will benefit from the support of the CIU. Heads of schools and training providers will also be trained on data collection related to student and teacher attendance and other factors as necessary and relevant. The PIU M&E specialist will coordinate M&E activities including yearly monitoring visits to public secondary schools, CMI, and USP; design and rollout of an assessment of the acquisition of soft skills; classroom observations; establishment of a panel dataset and system for tracking outcomes of beneficiaries (students and jobseekers); establishment and maintenance of administrative databases for NTC; and the multimodal beneficiary engagement survey. The specialist will also create necessary links with other existing datasets and data collection activities such as MISAT, national examination, entrance tests at CMI and USP, school accreditation, and the Education Management Information System (EMIS) (which PSS is currently digitalizing). S/he will also be responsible for supporting the M&E of the implementation of the Education Sector Plan 2020–23 for RMI.

Data collected through the different M&E activities will be used to report on the Results Framework and populate the project implementation progress reports and will be formally reviewed on a biannual basis in a Technical Working Group (TWG) meeting. During the TWG meeting, analysis of M&E data collected over the last six months will be presented to identify successes and challenges and draw recommendations for course corrections and improvements.

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Outcomes of these meetings will feed into the PSC discussions and the World Bank implementation support and supervision missions so that decisions can be made on actions to be executed over the next cycle to improve implementation and the likelihood of impact as well as the M&E activities themselves.

Considering the types of fund transfers supported by the project (stipends, work placement payments, training grants, and so on), an independent evaluation of these programs will be conducted midway into implementation (likely 1–2 years from commencement of the program). The main objective of this evaluation will be to assess whether these activities are implemented according to the agreed-upon processes and are reaching the targeted beneficiaries. The analysis should also allow the Government to identify successes, challenges, and lessons learned and to propose recommendations for the remaining project years.

Table 14: Results Framework and M&E plan

Results Framework
COUNTRY: Marshall Islands
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Project Development Objectives(s)

To improve equitable access to quality secondary, post-secondary technical and vocational education and training, and employment intermediation services.

Project Development Objective Indicators

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Continuing education and training and employment							
Measurement and percentage of individuals who enrolled in further studies (in RMI or abroad) after having benefited from PSS or NTC services (non-cumulative) (Text)		No system exists to track outcomes of individuals benefitting from programs supported by PSS or NTC.	System to measure outcomes is in place and a first set of data is collected and reported on (percentage of beneficiaries by outcome, disaggregated by sex and origins).	Second set of data is collected and reported on (percentage of beneficiaries by outcome, disaggregated by sex and origins).	Third set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 10 percentage points compared to Y1. This share is the same across sex and origins.	Fourth set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 20 percentage points compared to Y1. This share is the same across sex and origins.	Final set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 25 percentage points from Y1. This share is the same across sex and origins.
Measurement and percentage of individuals who secured employment (in RMI or abroad after) having benefited from PSS or NTC services (non-cumulative) (Text)		No system exists to track outcomes of individuals benefitting from programs supported by PSS or NTC.	System to measure outcomes is in place and a first set of data is collected and reported on (percentage of beneficiaries by outcome, disaggregated by sex and origins).	Second set of data is collected and reported on (percentage of beneficiaries by outcome, disaggregated by sex and origins).	Third set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 10 percentage points compared to Y1. This share is the same across sex and origins.	Fourth set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 20 percentage points compared to Y1. This share is the same across sex and origins.	Final set of data is collected and reported on; Share of beneficiaries enrolled in further studies improved by 25 percentage points from Y1. This share is the same across sex and origins.
Secondary education (foundational skills)							

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Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Students proficient according to MISAT in grade 12 (English and math combined; non-cumulative) (Percentage)		23.00	28.00	33.00	39.00	45.00	50.00
Female (Percentage)		23.00	28.00	33.00	39.00	45.00	50.00
Secondary and post-secondary education and training (technical and vocational skills)							
Students having successfully completed a technical or vocational education or training program (any type) supported by PSS and NTC (cumulative) (Number)		83.00	196.00	391.00	729.00	1,309.00	2,097.00
Of which are female (Percentage)		20.00	24.00	28.00	32.00	36.00	42.00
Of which from outer islands (Percentage)		35.00	35.00	37.00	39.00	41.00	43.00

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Component 1: Access to and Quality of Foundational and Vocational Secondary Education							
Students enrolled in public secondary schools receiving differentiated instructions in foundational skills (math and English) (Percentage)		0.00	0.00	15.00	50.00	100.00	100.00
Principals, vice-principals and teachers trained in the use of differentiated instruction (cumulative) (Number)		0.00	20.00	50.00	50.00	50.00	50.00

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Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
At risk students participating in “outside of school hours” tutoring in math or English (non-cumulative) (Percentage)		0.00	0.00	15.00	50.00	100.00	100.00
Gap in secondary school enrollments between male students from urban and outer islands (Percentage)		11.00	11.00	9.00	7.00	5.00	5.00
Students having successfully completed secondary education in a vocational or islands track (cumulative) (Number)		0.00	0.00	30.00	105.00	330.00	705.00
Secondary school students living in dormitories (non-cumulative) (Number)		796.00	796.00	946.00	1,096.00	1,396.00	1,396.00
Component 2: Access to and Quality of Technical and Vocational Skills Development							
Students having successfully completed a college-level technical and vocational training program supported by NTC (cumulative) (Number)		0.00	0.00	15.00	90.00	220.00	370.00
Students having successfully completed a short-term skills development programs supported by NTC (cumulative) (Number)		83.00	196.00	346.00	534.00	759.00	1,022.00
Post-secondary students living in dormitories (non-cumulative) (Number)		0.00	0.00	20.00	40.00	40.00	40.00
Subsidized child care services available for students enrolled in a technical and vocational education and training program (Yes/No)		No	No	No	Yes	Yes	Yes

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Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Component 3: Strengthening the Institutions for Workforce Development							
Skills and labor market information database established (Yes/No)		No	No	Yes	Yes	Yes	Yes
Female jobseekers supported by the NTC's employment centers (Percentage)		33.00	37.00	41.00	45.00	49.00	50.00
Counselors trained (Number)		0.00	25.00	25.00	25.00	25.00	25.00
Recognition of Prior Learning (RPL) system established and functioning (Yes/No)		No	No	No	Yes	Yes	Yes
Individuals having successfully completed a work placement or internship program (cumulative) (Number)		16.00	48.00	112.00	222.00	382.00	542.00
Measurement of soft skills acquisition (Yes/No)		No	No	Yes	Yes	Yes	Yes
Component 4: Project Implementation Support, Planning, and Monitoring and Evaluation							
Preparation for the transition to the modified Compact of Free Association (CFA) agreement (Text)		Not available	Not available	Assessment completed	Roadmap of actions developed	Roadmap of actions partially (50 percent) implemented	Roadmap of actions fully implemented
Results of the beneficiary engagement survey and plans for course-corrections and improvements of services shared publicly (Yes/No)		No	Yes	Yes	Yes	Yes	Yes
Students benefiting from direct interventions to enhance learning (CRI, Number)		83.00	113.00	550.00	3,000.00	7,000.00	8,550.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		16.00	27.00	154.00	960.00	2,520.00	3,591.00

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
<p>Measurement and percentage of individuals who enrolled in further studies (in RMI or abroad) after having benefited from PSS or NTC services (non-cumulative)</p>	<p>Establishment of a system to track outcomes of individuals benefitting from programs supported by PSS or NTC. Outcomes will be classified into the following categories: (i) enrolled in further education or training; (ii) employed or self-employment; (iii) unemployed; and (iv) others. Once the system is established, the percentage of beneficiaries by categories of outcome will be calculated.</p> <p>This indicator will report on the establishment of the system and the percentage of beneficiaries, disaggregated by sex and origins, enrolled in further education or training.</p>	<p>Yearly</p>	<p>A tracer mechanism and database will be established in the first year of the project. It will then be updated on yearly or bi-yearly basis by collecting information from past beneficiaries and recording their status. This database will be the source used to report on outcomes starting in year 3.</p>	<p>Graduates and users tracer surveys</p>	<p>PSS and NTC</p>
<p>Measurement and percentage of individuals who secured employment (in</p>	<p>Establishment of a system to track outcomes of</p>	<p>Yearly</p>	<p>Beneficiaries tracking</p>	<p>Graduates tracer surveys and</p>	<p>PSS and NTC</p>

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<p>RMI or abroad after) having benefited from PSS or NTC services (non-cumulative)</p>	<p>individuals benefitting from programs supported by PSS or NTC. Establishment of a system to track outcomes of individuals benefitting from programs supported by PSS or NTC. Outcomes will be classified into the following categories: (i) enrolled in further education or training; (ii) employed or self-employment; (iii) unemployed; and (iv) others. Once the system is established, the percentage of beneficiaries by categories of outcome will be calculated.</p> <p>This indicator will report on the establishment of the system and the percentage of beneficiaries, disaggregated by sex and origins, employed or self-employed.</p>		<p>databaseGraduates tracer surveys and employment center user surveys</p>	<p>employment center user surveys</p>	
<p>Students proficient according to MISAT in grade 12 (English and math combined; non-cumulative)</p>	<p>Percentage of grade 12 students who are classified as proficient in English and math (combined) on the basis of their Marshall Islands Standards Assessment Test (MISAT) scores.</p>	<p>Yearly</p>	<p>MISAT score database</p>	<p>Paper-based learning assessment administered within the school by independent administrators recruited for this purpose.</p>	<p>PSS</p>

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Female	Percentage of grade 12 female students who are classified as proficient in English and math (combined) on the basis of their MISAT scores	Yearly	MISAT score database	Paper-based learning assessment administered within the school by independent administrators recruited for this purpose	PSS
Students having successfully completed a technical or vocational education or training program (any type) supported by PSS and NTC (cumulative)	Number of students having successfully completed a vocational or island life track secondary education program, a college-level TVET program, or a short-term skills development program	Yearly	PSS EMIS, enrollment reports from CMI and USP, and monitoring reports of NTC	Self-reporting from schools, spot-checked through monitoring visits	PSS and NTC
Of which are female	Percentage of these students who are female	Yearly	PSS EMIS, enrollment reports from CMI and USP, and monitoring reports of NTC	Self-reporting from schools, spot-checked through monitoring visits	PSS
Of which from outer islands	Percentage of these students who from an outer island	Yearly	PSS EMIS, enrollment reports from CMI and USP, and monitoring reports of NTC	Self-reporting from schools, spot-checked through monitoring visits	PSS

Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Students enrolled in public secondary schools receiving differentiated instructions in foundational skills (math and English)	Percentage of secondary school students receiving differentiated instructions in foundational skills (math and English)	Yearly	School reports	Reporting by teachers and principals, spot-checked through monitoring visits	PSS
Principals, vice-principals and teachers trained in the use of differentiated instruction (cumulative)	Number of principals, vice-principals and teachers trained in differentiated teaching strategies	Yearly	Project implementation reports	Attendance records at training sessions and reports from coaches, spot-checked through monitoring visits	PSS
At risk students participating in “outside of school hours” tutoring in math or English (non-cumulative)	Percent of at-risk students participating in outside school hours tutoring activities. To be counted, tutoring must be indicated in the students pedagogical plans and attendance to tutoring must be above 85 percent.	Yearly	Project implementation reports	Reporting by teachers and principals, spot-checked through monitoring visits	PSS
Gap in secondary school enrollments between male students from urban and outer islands	Percentage points gap in enrollment between male from Majuro or Ebeye and those from outer islands.	Yearly	EMIS	Self-reporting by teachers and principals, spot-checked through monitoring visits	PSS

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Students having successfully completed secondary education in a vocational or islands track (cumulative)	Number of students graduating secondary school and having completed a vocational or island life track.	Yearly	EMIS	Self-reporting by teachers and principals, spot-checked through monitoring visits	PSS
Secondary school students living in dormitories (non-cumulative)	Number of students in secondary school dormitories. To be counted, the student must meet all eligibility criteria and the dormitory where the student live must be offering services per the updated dormitory guidelines.	Yearly	Project implementation reports	Dormitory reports, spot-checked through monitoring visits	PSS
Students having successfully completed a college-level technical and vocational training program supported by NTC (cumulative)	Number of students enrolled in and successfully completing a college-level technical and vocational training (TVET) program supported by the project. A college-level TVET program is supported by the project if it receives or has received financial support from NTC in the form of training grant.	Yearly	Enrollment reports from training providers	Self-reporting from training providers, spot-checked through monitoring visits	NTC
Students having successfully completed a short-term skills development programs supported by NTC (cumulative)	Number of students enrolled in and successfully completing a short-term skills development program supported by NTC. A short-term skills development program is supported by the project if it receives or has	Yearly	Enrollment reports from training providers	Self-reporting from training providers, spot-checked through monitoring visits	NTC

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	received financial support from NTC in the form of training grant.				
Post-secondary students living in dormitories (non-cumulative)	Number of post-secondary students living in dormitories provided in the context of their TVET training. To be counted, the student must meet all eligibility criteria and the dormitory where the student live must be offering services per the updated dormitory guidelines.	Yearly	Project implementation reports	Dormitory reports, spot-checked through monitoring visits	NTC
Subsidized child care services available for students enrolled in a technical and vocational education and training program	The availability during school hours of subsidized child care services for the children of students enrolled in a technical and vocational education and training program.	Yearly	Training providers reports; Project implementation reports	Self-reporting from training providers, spot-checked through monitoring visits	NTC
Skills and labor market information database established	Establishment of a skills and labor market information database within NTC and in collaboration with relevant stakeholders.	Yearly	Project implementation reports	Administrative records	NTC
Female jobseekers supported by the NTC's employment centers	Percentage of jobseekers benefiting from support from one of the NTC employment centers	Yearly	Project implementation reports	Form to fill-in prior to using services	NTC
Counselors trained	Number of counselors trained in using the tools to improve linkages between	Yearly	Project implementation reports	Attendance records at training and coaching sessions	NTC

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	career counselling and employment or training pathways. All counselors will be trained yearly on different topics to progressively increase their skills.				
Recognition of Prior Learning (RPL) system established and functioning	Establishment of the RPL system. The system will be considered functioning after the first group of beneficiaries have received their qualification.	Yearly	Project implementation reports	Review of administrative records of application and certification	NTC
Individuals having successfully completed a work placement or internship program (cumulative)	Number of beneficiaries having completed a work placement/internship program supported by NTC.	Yearly	Project implementation reports	Review of administrative records of application, progress, and completion	NTC
Measurement of soft skills acquisition	Tools and processes to measure soft skills acquisition of beneficiaries from project-support programs are designed and rolled-out	Yearly	Project implementation reports	Review of documents and databases	NTC
Preparation for the transition to the modified Compact of Free Association (CFA) agreement	Assessment, roadmaps and actions related to navigating the changes in the CFA. Full implementation will require at least 95 percent of actions having been implemented satisfactorily.	Yearly	Project implementation reports	Review of documents prepared by MOEST	NTC
Results of the beneficiary engagement survey and plans for course-corrections	Results of the beneficiary engagement survey as well	Yearly	Project implementation	Beneficiary engagement surveys	PSS and NTC

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and improvements of services shared publicly	as plans for improvements by PSS and NTC, in response to the results, will be shared publicly through the web, social media, radio or newspaper.		on reports and website, social media, radio, or newspaper	and reports on publication on website, social media, radio, or newspaper	
Students benefiting from direct interventions to enhance learning		Yearly	Project implementation reports	PSS EMIS, enrollment and completion reports from CMI and USP, and monitoring reports of NTC	PSS and NTC
Students benefiting from direct interventions to enhance learning - Female		Yearly	Project Implementation Reports	PSS EMIS, enrollment and completion reports from CMI and USP, and monitoring reports of NTC.	PSS and NTC

8.2 Reporting on progress, outputs, outcomes

There are different types of reports and monitoring tools which should be prepared during project implementation and which the GoRMI has agreed to in the Financing Agreement to submit to the World Bank on a regular basis in addition to any reports already required by the GoRMI. This section summarizes the purpose of the key reports and outlines the responsibility for the preparation and approval of the reports. This section also contains a schedule for delivery of all reports and monitoring tools that need to be submitted to the Bank.

Table 15: Reports and due dates

Report	Due to World Bank	Prepared by
Progress Report	Every six months; not later than forty-five (45) days after the end of the period covered	PIU with assistance from CIU.
Interim Unaudited Financial Report	Within 45 days of the end of each 6-monthly period	PIU with assistance from MoF and MOEST
Work Plan and Budget Plan	Initially within 4 months of Effectiveness; then Annual, not later than June 30 th , each year	PIU with assistance from CIU
Procurement Plan	Plan for first 18 Months due prior to Project Appraisal and is updated annually (at minimum)	PIU with assistance from CIU and ESS and NTC if/as required
Post-review procurement activities	As required	PIU with assistance from CIU and ESS and NTC if/as required
Audited Financial Statements of the Project	Annual audited project financial statements no later than six months after the end of each financial year (Dec 31)	Prepared by GoRMI Audit as part of GoRMI annual financial audit
Mid-term review	July 2, 2024	PIU with assistance from CIU and ESS and NTC if/as required
Completion Report	6 months after Closing Date	PIU with assistance from CIU and ESS and NTC if/as required
Evaluation Reports	Annual reviews As required for other evaluations that may be commissioned	Evaluations are typically designed by the PIU and are conducted by independent 3 rd parties.

8.3 Progress Report

The GoRMI will monitor and evaluate the progress of the Project and prepare a progress report every six months in accordance with the provisions of Section 4.08 of the General Conditions and based on indicators acceptable to IDA and set forth in this POM. The progress report is the outcome of ongoing project monitoring and evaluation by MOEST, DIDA, PIU and CIU. The progress report includes details on the implementation of environmental and social risk management documents for the project and compliance with the World Bank ESSs as outlined in the ESCP. The report contains a summary of project progress on as outlined below.

Table 16: Format of progress report

Heading	Content
Executive Summary	Single-page summary of report contents and main messages
Progress on Components	Report on the activities under all four components including progress of activity implementation, technical challenges, risks, etc.
Procurement	Updated procurement plan showing progress in all procurement steps. List of contracts awarded during reporting period (title, awardee, amount, contract period).
Financial Management	Latest Interim Unaudited Financial Report including commitment, expenditure, source and use of funds and budget comparisons. Disbursement forecast for next 12 months. Key issues and recommendations to address them.
Results Monitoring	Review status of project development objective (PDO) and intermediate results indicators as set out in Annex 1 of the PAD (annually) Update results framework table (e.g., methodology) if required – revision of indicators requires discussion with the World Bank Task Team.
Environmental and Social Risk Management	Monitor the status of compliance with the ESCP actions, all instruments (ESMF, RF, SEP, LMP and any ESMP. Codes of Environmental Practice and Resettlement Action Plan (RAP) prepared during the Project) and Grievance Mechanisms; and giving details of environmental, health, safety incidents including number in progress and closed out; update to E&S instruments as required.
Emerging Issues	Identify any emerging issues, in particular any issues relevant to sustainability of the project, which might require attention by the Bank and/or the implementing agencies. Issues may relate to achievement of PDO or results, management, or procedural issues. These can include both positive and negative issues. Make recommendations to address these issues. Lessons may also begin to emerge through the analysis process, these should be highlighted for further investigation.

Analysis

To be able to deliver on the last section (Emerging Issues) the PIU will need to undertake careful analysis of the data. As noted earlier, it is not sufficient to report data in the report but to interpret this data to provide meaning through analysis. In other words, the report must convert data into insights. Below are some methods for analysis which can be used in the progress report.

Diagnostic analysis uses the descriptive data and drills deeper to understand ‘why’ things happened. For example, did increased dormitory space lead to greater enrolment by outer island residents? Did the strengthening and expansion of labor market information functions lead to greater access to information about jobs, education and training, work placement, and careers and did this lead to higher employment rates?

Predictive analysis attempts to answer the question “what is likely to happen”. This type of analysis is not only important for M&E but also important for design of future policies and programs and setting their targets. This analysis relies on predictive modeling to make estimates about the future. Predictive analysis would also help establish the demands made on the budget to support meeting the identified future needs beyond the life of the project. The accuracy of predictions relies on quality and detailed data which is sometimes easily accessible and sometimes outside the control of PIU. Two key factors are important for this type of analysis: the

first is adequate number of capable analysts and the second is reliable data from sources within and outside the organization. In the context of emerging issues, evaluations might reveal whether greater access to information about jobs etc. will in fact lead to higher employment rates. The transition from one to the other may require more sophisticated activities targeting employers and engaging them in ways that do help increase the hiring of graduates.

Prescriptive analysis is by far the most complex form. Prescriptive analysis combines the insight from all types of analyses and from other related sources (demographic, economic, and social) to determine the course of action to take when facing a problem or decision. Prescriptive analysis requires organizational commitment in human and financial resources, and though not likely to be required for progress reporting, may in fact become necessary for the final report in the lessons learned section.

Gantt chart and other visual aids

It is strongly recommended to use a Gantt chart to show the status of implementation and progress of activities. Similarly, it is strongly encouraged to use graphs, pie charts, and other pictorial representation of data in the report.

8.4 Project Annual Work Plan and Budget (AWPB)

The PIU will develop a Total Project Budget for the relevant aspects of the project and financing that relates to them, and a break-down into annual budgets. The Steering Committee (SC) will review this document periodically as required, annually at a minimum, with analysis of budget vs. actual expenditure also contained in the IFRs.

Annual Budget

The PIU is responsible for preparation of an annual project budget as a key element of the annual project planning and part of the total budget of the project. The annual budget is a quantitative expression of the annual work plan of actions to be undertaken. It contains all eligible project activities and eligible expenditures, proposed to be included in the project in the following fiscal year of the GoRMI, including a specification of the sources of financing for all eligible expenditures. The annual budget should be prepared by June 30 of each year to align with the GoRMI's annual budget planning processes.

The PIU should prepare the annual budget for consideration and endorsement by the World Bank. The CIU will support particularly regarding the environmental and social risk management budgets and actions. The budget should be realistic and identify the following:

1. All activities required to complete the interim and overall project objectives, areas of procurement by components and sub-components of the project, project management costs, and incremental operating costs
2. Cost estimates for each action, and
3. Time schedule for implementing all actions planned.

Project budgeting includes:

1. Linking the project paper and project procurement plan to the annual project budget and establishing a detailed budget with time limits for each planned action
2. Establishing proper budgetary controls, and
3. Timely initiation of budget changes through the re-allocation of financing from one category to another (within limits provided under the approved Project budget).

The PIU with the support of CIU, and MOEST must ensure that the project is implemented in accordance with the annual budget accepted by the IDA for the respective fiscal year. In the event of any conflict between the annual budget and the provisions of the Financing Agreement, the provisions of the Financing Agreement prevail. The PIU shall not change the annual budget without the World Bank's prior no-objection in writing.

Annual Work Plan

No later than three (3) months after the Effective Date and June 30th each subsequent year (or as otherwise agreed with the Bank) during implementation of the Project, the PIU should prepare an annual work plan outlining the key project activities, travel plans, workshops and performance targets proposed to be included in the project in the following calendar year. This includes a specification of the sources of financing, as well as environmental and social risk management actions planned in accordance with the ESCP.

The PIU ensures that the project is implemented in accordance with the annual work plan accepted by the Bank for the respective calendar year. In the event of any conflict between the annual work plan and the provisions of the Financing Agreement, the provisions of the Financing Agreement prevail. The PIU shall not change the annual work plan without the World Bank's prior no-objection in writing.

The PIU and CIU will share progress with each other monthly and coordinate workload for procurement, financial management, consultations, engagement, and awareness raising activities, document review and clearances, land access activities, environmental and social risk management, grievance management and worker management.

8.5 Personal Data collection and processing arrangements

Collection, processing, management, and use of public data is governed by the Statistics Act of 1986 of the Republic of the Marshall Islands; specifically sections III, IV, and V.

9. Financial Management

The Financial Management is the responsibility of the Government of RMI (GoRMI) with the overall quality control and implementation by the ESSP Project Manager. The Central Implementation Unit (CIU) within DIDA will be responsible for the FM monitoring and performance of the project. All the FM activities shall be duly authorized by the Ministry of Finance (MoFBPS) management and entered and recorded on the GoRMI's accounting system (4Gov). The CIU within DIDA will be resourced with qualified and experienced FM team to manage the financial management of the RMI World Bank Portfolio, including ESSP. A designated Finance Officer will be assigned to ESSP to monitor the day-to day financial transactions of the project and coordinate closely with PIU. The ESSP will not have a Finance Officer designated to monitor the day-to-day financial transactions. This responsibility will fall primarily on the Project Manager and Component Coordinators. As such the role of the CIU in prudent financial management is critical. of the project.

The role of Financial Management (FM) is to ensure that the project operates, from a financial perspective, in accordance with the various laws, rules, policies, procedures, and processes and compliances applicable to the project as listed below:

1. The laws of RMI (Financial Management Act, 1990; the General Fund Investment Act, 1979; the General Fiscal Matters Act, 1979)
2. All other relevant RMI legislation
3. Treasury Instructions
4. GoRMI Accounting Manuals
5. Project Financing Agreement
6. Project Disbursement and Financial Information Letter
7. Disbursement Guidelines

9.1 FM Processes and Procedures

The FM cycle for ESSP is detailed in the figure below:



Figure 4 Project Financial Cycle

- Financing Plan is developed from the activities set out in the Financing Agreement (FA) and PAD together with the cost tables agreed in appraisal of the project. This is updated based on actual expenditure, committed values and estimated amounts.
- Budget and Cash Flow Forecast
 - As stipulated in Schedule 2. Section E of the Financing, an annual budget shall be furnished to and approved by WB, including a cash flow forecast.

- The Project Manager will prepare and update the project budget regularly. Once prepared, the budget will be submitted to CIU FM for review prior to being submitted to the Working Group (WG) for approval. The WG will endorse the final annual budget and be submitted by the PM to the WB Task Team Leader. The Project's budget and work plan will be updated annually by the Project Manager and must be completed by June 30 as requirement by the Government of RMI.
- The original budget (for the lifetime of each Project) is based on the Program/Project Cost Table, in UDS.
- Budget will be consistent with the basis for reporting, e.g., on a cash basis when the project is reporting on a cash basis. The budget should reflect the physical (work program) planning (the activities that can be implemented during the upcoming year/period) and the procurement scheduling (including the contracting and payment scheduling within those contracts).
- Project budget will be mirrored in the GRMI accounting system 4Gov, established based on initial project budget and updated subsequently after completion of annual budget approvals.
- Accounting/Transactions
 - Expenditures incurred for the project will always be initiated by PIU following standardized procedures implemented for the GRMI Portfolio as monitored by CIU, which are developed with the consideration of both Government of RMI and World Bank policies.
 - ESSP will have a designated Cost Center in 4Gov as established at the beginning of the project and will be utilized throughout the project life. Budget is setup for the cost center as mentioned above, which will be aligned with the GRMI Chart of Accounts based on nature of activities listed. Such is determined by CIU FM, with assistance and review of the GRMI Budget division.
 - Designated Finance Officer to ESSP will receive all transactions initiated by PIU and perform review prior to processing with MOF. Account number shall be identified for charging and manual records within CIU will be kept for all project transactions.
- Financial Reporting will be prepared by CIU Finance Officer for ESSP as required by legal covenants in FA and DFIL. Moreover, additional reporting may be requested and agreed with PIU or the GRMI, when needed.
- Financial Monitoring/Audit

- The CIU will lead this review of all project processes within the reporting period.
- As project funds is fully integrated with GRMI Financial management accounts, auditing of project funds will become part of the auditing of National Government accounts. Therefore, no project audit will be required, subject to the inclusion World Bank projects specific notes to the Financial Statements and auditor opinion of the internal controls maintained in managing the financial management of the project.
- Independent External Audit report with the management letter on findings and management action will be submitted to the Bank within nine (9) months of the end of fiscal year and the same will be made public in the GoRMI external web page.

9.2 Detailed Roles

FM roles and responsibilities between the CIU and PIU are outlined in Table below

Table 17: FM roles and responsibilities between PIU and CIU

PIU financial management responsibilities:
✓ Prepare the annual budget to match the annual work plan
✓ Prepare annual detailed travel and training budget to be submitted to the WB for “NOL”.
✓ Prepare annual IOC budget to be submitted to the WB for “NOL” (included in the AWPB.
✓ Review CIU contract register to reconcile with PIU records
✓ Manage and monitor all ESSP contracts
✓ Ensure that PIU transaction records are consistent with what is recorded in the CIU accounts.
✓ PIU manage and record project acquired assets in fixed assets register
✓ Follow up on all travel advances to be liquidated as soon as practical after the project trip has been completed.
✓ Ongoing monitoring of actual vs. budget spending on the project
✓ Coordinate with the CIU on the preparation of financial reports for Working group.
CIU financial management responsibilities:
✓ Provide guidance and concise instructions on project-specific aspects of FM arrangements in addition to guidance in the RMI FM Regulation
✓ Facilitate and follow up queries from external audits, WB PFM reviews, WB procurement reviews, PIU and Governor.
✓ Provide training, support and advice to PIU/IA and RMI Government officials, as required on an ongoing basis.
✓ Support IA/PIU, as required in monitoring & evaluation, evaluation, E&S management, procurement and communications.
✓ Provide input and advice on any matters relating to PFM as appropriate.
Financial Management support – CIU

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✓ Processing payment and advances i.e., miscellaneous expenses (MS), travel authorizations (TAs), travel vouchers (TVs) purchase requisitions (PR), purchase orders (POs).
✓ Reviewing project transactions to ensure compliance with project expense eligibility criteria
✓ Enters and records project transactions in the CIU manual transactions log.
✓ Reviewing all contracts for compliance with RMI Financial Management Regulations and WB rules and regulations
✓ Assist in the preparation of allotment and re-programming documentation.
✓ Prepare timely documentation for submission to WB 'Client Connection' database for designated account advance, direct payment to supplier/consultants, reimbursement and/or replenishment of project expenses.
✓ Assist in preparation of Statement of Expenditure as relate to withdrawal application in Client Connection
✓ Assist monthly reconciliation processes as required
✓ Maintain logical filing of contracts and payment documentation to facilitate WB financial management and procurement reviews over each project
✓ Maintain manual ledgers for each contract and for each component
✓ Maintain an up-to-date contract register for all projects and reconciled with PIU records.
✓ Maintain an up-to-date asset register for all projects and reconciled with PIU records.
Financial reporting – CIU
✓ Provide Interim Financial Reports (IFRs to WB and Project Manager in accordance with Financing agreement
✓ Prepare the annual WB Program Financial Summary for inclusion in financial statements.
✓ Provide quality review over project semester reports
✓ Prepare consolidated periodic financial reports for management purposes when required.
✓ Monitor and review financial performance of the Project
✓ Provide financial reporting to the IA to enable the PIU to effectively monitor and review the financial performance of the Project.

9.3 Eligible Expenditures

The tables below outline the Category specified in the Financing Agreement, Eligible Expenditures that may be financed out of the proceeds of financing from IDA:

Table 18: eligible Expenditures

Category	Amount of Financing Allocated	Percentage of Expenditures to be Financed (inclusive of Taxes)
Goods, Works, con-consulting services.	4,580,000	100%

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Operating costs and training for the project		
Tutoring Cost for Part 1.1 of the project	140,000	100% of the amount disbursed
Training Grants for Part 2.1 of the project	2,100,100	100% of the amount disbursed
Refund of Preparation Advance	180,000	Amount payable to pursuant to section 2.07 (a) of the General Conditions
Total Amount	7,000,000	

9.4 Disbursements and Funds Flow

The authorized signatories were assigned through the Authorized Signatory Letter following project effectiveness. This was required before any disbursement request can be submitted to the Bank using its web-based Disbursement system, Client Connection. Procedures of disbursements are in place in accordance with the World Bank Disbursement Guidelines and the Disbursement & Financial Information Letter. As specified the ESSP Disbursement and Financial Information Letter, there are four Disbursement Methods that may be used:

1. Reimbursement

Under this method GoRMI can prefinance eligible expenditures based on the agreed amounts. The prefinanced eligible expenditures are to be tracked and recorded in 4Gov can be claimed as reimbursement from the project funds of the World Bank. Upon submitting the Withdrawal Application and the following supporting documents must be attached:

2. List of payments against contracts that are subject to the World Bank's prior review, in the form from Attachment 5 attached to disbursement letter⁶, with records evidencing eligible expenditures (e.g., copies of receipts, supplier invoices) and
3. Statement of Expenditure in the form from Attachment 4 attached to disbursement letter, for all other expenditures
4. Designated Account Reconciliations Statement and Bank Statement - The application shall be approved by an authorized signatory. The Finance Director will be responsible for advising MFBPS Accounting Division of the reimbursement amount being transferred in the DA account for recording to 4Gov.

2. Advance

Through this method, World Bank allows funds to be advanced into a Designated Account of the GoRMI to finance eligible expenditures. A Designated Account (DA), maintained in US Dollars, is established with Bank of Guam Majuro Branch to facilitate the payment of Eligible Expenditures of the ESSP. The DA funds will flow directly from the World Bank to an account established for

⁶ <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/187961614631897313/official-documents-disbursement-and-financial-information-letter-for-grant-d760-mh>

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the project under the Ministry of Finance and will be maintained in US Dollars. This account will be managed by CIU.

A ceiling is set for USD 700,000. No supporting documents required if amount requested is within the ceiling. DA account may be replenished anytime through advance disbursement if the balance will not exceed the ceiling amount.

Reporting on the use of advance should subsequently follow the Disbursement and Financial Information Letter (DFIL). This shall be performed at least quarterly through submission of application for withdrawal in Client Connection. The required supporting documentation to report uses of advance are set out below:

1. Statement of Expenditures based on Attachment 1 of the DFIL including identification of those paid through prior review contracts.
2. Designated Account Reconciliations Statement and bank statement

3. Direct Payment

For larger payments, Direct Payment method can be used where funds will flow directly from the World Bank to the supplier. Where Direct Payments are used as the disbursement method, the transactions must be incorporated into the project accounts.

Per the Disbursement and Financial Information Letter, records evidencing eligible expenditures should be provided with Direct Payment withdrawal application. The Financial Manager shall submit Journal Entry to log into MoFBPS Accounting Division to record expenditure(s) paid through direct payment including copies of invoices paid with the direct payment and account number it should be charged against. If direct payments to a vendor or supplier is made in tranches or instalments, the vendor/supplier should give a bank guarantee in favor of the GRMI and such clauses should be incorporated in the contract of the vendor/supplier.

4. Special Commitment

An Application for a Special Commitment Form 1931 may be used to request the World Bank to issue a guarantee in the form of a special commitment to cover a letter of credit from a commercial bank for the purchase of goods for a project. This method may not be necessary for this project.

Note that the Minimum Value of Applications for Direct Payment, Reimbursement and Special Commitment is USD 70,000 equivalent per the Disbursement and Financial Information Letter.

Preparation and submission of Withdrawal Application (WA) for all disbursement methods mentioned above will be by the CIU through Client Connection since the project does not have a designated Finance Officer. Application must be approved by an authorized signatory. The Finance Manager/Director in CIU will be responsible for advising MoFBPS Accounting Division the reimbursement amount being transferred in the DA account for recording to 4Gov.

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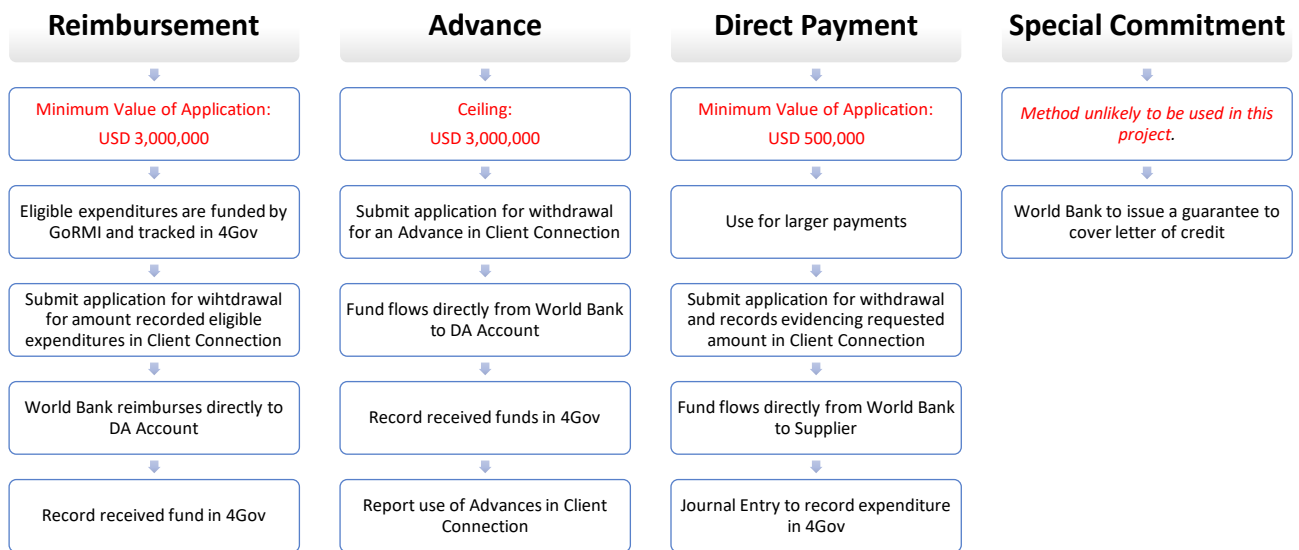


Figure 5: Disbursement methods

The Financial Management team within CIU shall be responsible for monitoring the flow of funds and advising the MoFBPS Accounting Division the amount being transferred in the DA account. Below figure provides an overview of the flow of funds for the project:

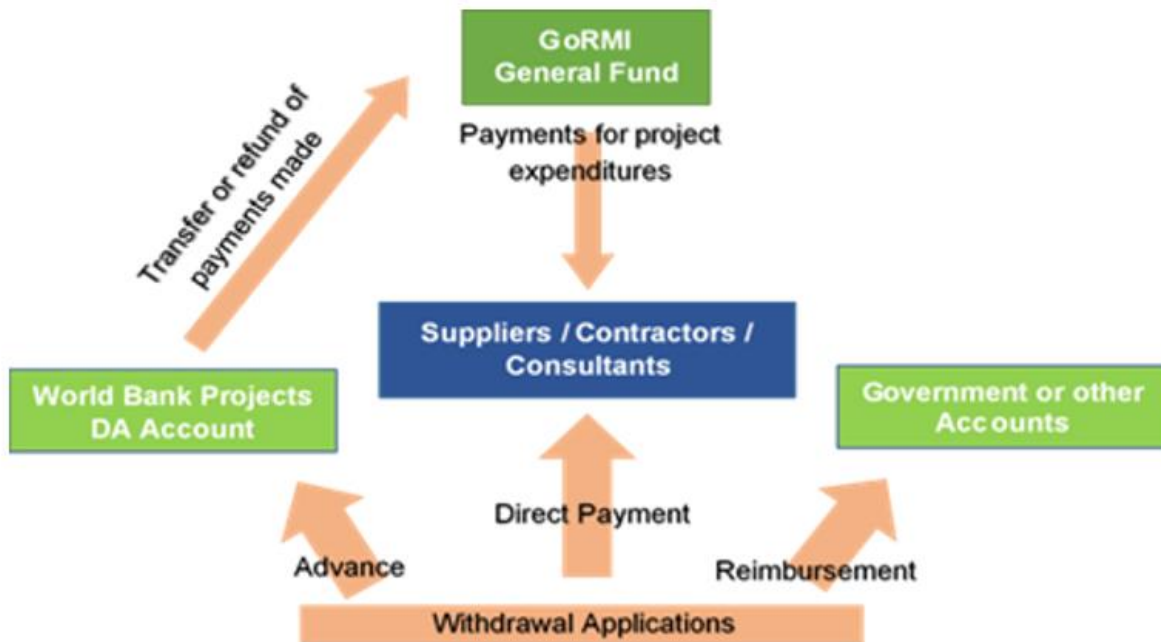


Figure 6: Flow of funds

9.5 Other Finance Matters

1. Incremental Operational Costs (IOC)

Incremental Operational Costs are defined in the Financing Agreement as “reasonable incremental expenditures incurred on account of Project Implementation and based on the Annual Work Plans and Budgets approved ex ante by the World Bank, including leasing and/or repair and maintenance of vehicles, equipment, facilities and office premises; fuel; office supplies; utilities; consumables; communication expenses (incl. postage, telephone and internet costs); translation; printing and photocopying expenses; bank charges; publication and advertising expenses; insurance; project-related meeting expenses; project-related travel, subsistence and lodging expenses; and other administrative costs directly related to the project, but excluding salaries of the GoRMI’s civil service, sitting fees, bonuses, fees and honoraria or equivalent payments.”

The IOC shall be purchased in accordance with the GoRMI’s Procurement Act, the Travel Policy and other relevant procurement regulations. These sorts of expenses are not subject to World Bank procurement rules, so they do not form part of the project procurement plan.

➤ Training and Workshops

- ✓ Training and workshop costs are defined in the FA as ‘reasonable cost of expenditure incurred by the Recipient, based on terms of reference acceptable to the Association and Annual Work Plans and Budgets accepted ex ante by the Association, in facilitating, conducting, and/or undertaking domestic and overseas training and workshop activities under the project, including costs of training or workshop materials; equipment and venue rental; and per diem, accommodation, and transportation for those attending the training or workshop, and honoraria for trainers’.
- ✓ Like incremental operating costs, training expenses are not normally subject to WB procurement rules, so they do not form part of the project procurement plan. These items can be purchased or sourced in accordance with GRMI standard practice for small value procurement, as set out in the annual budget.
- ✓ It is good practice to set an annual training and workshop budget, with appropriate phasing, in order to track expenditure on these items to ensure that project funds are being spent with economy and efficiency and primarily to achieve the project objective. The annual training/workshop budget will be prepared as part of the annual budgeting approval process. Early planning of workshops and training activities also helps identify any activities that may involve selection of consultant firms which would then be subject to procurement processes. The Project Manager will work together with the implementing Agencies to identify training events and whether consultant firms will be engaged to deliver such events.
- ✓ The WB financial management policies do not allow for the financing of ‘sitting fees’ or other payments to any individual be they civil servants or other individual who volunteer for public office (such as local Councilors or community representatives),

- for attending workshops and/or meetings, even if such meeting are outside of normal working hours.
- ✓ If 'siting fees' are required to be paid to these individuals or persons from the private sector, NGOs, etc. they will need to be financed by the Client through counterpart funding.
- ✓ Refreshments and lunches for workshops and/or meeting may be financed for when they are longer than 3 hours, or outside of normal working hours. Financial due diligence should be applied to ensure that costs are kept to a reasonable level. Generally, costs should be aimed at a maximum of USD \$15/head for catered lunches (buffet/platter style), and lower for morning/afternoon teas. Only actual expenses may be charged and appropriate financial management procedures should be applied (i.e. invitation and attendance list to workshops, and receipts for catering).
- ✓ For workshop or meetings that require higher catering costs (such as more formal or high-level meetings), or smaller workshops where per head costs cannot be kept within these guidelines, prior approval will be required from the Project Manager.
- ✓ In exercising their discretion to approve higher catering costs, the Project Manager will be expected to apply appropriate financial due diligence. All such expenditure will be subject to WB Financial Management and audit.
- ✓ Caterers are to have no relationship with any persons working on WB financed projects. Alcohol is not eligible as part of catering costs financed under the project.
- ✓ Appropriate records to support these expenses must be retained by the Project and shall include (i) invitation list and actual attendance list of participants; (ii) receipts for catering; (iii) confirmation of ESSP Project Manager approval for higher expenses.

➤ Travel Policy – Per Diems

The project will finance domestic and international travel for project purposes by PIU or IA staff as part of agreed work plans as well as consultant engaged by the IA such as members of the project management team. Travel advances will need to be paid to travelers according to the travel policy of GRMI. Annual travel expenses must be identified and agreed in the budgets for each component. Travel which exceeds or deviates from the budget must receive prior no objection from the WB.

Airfares shall be purchased at economy class.

Per Diems for all project related approved travel will be compensated at RMI per diem rates

Advances cannot be documented and claimed from the grant funds as part of a Withdrawal Application until acquitted so it is important for PIU to manage travel advances very carefully to prevent misuse of funds. Travels funded by the WB must be fully liquidated before any further Travel Authorization (TAs) are issued to an individual.

Fixed Asset Register (FAR)

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All goods procured under the project, which are recognized as 'asset' under GRMI policies, shall be kept in records using a Fixed asset Register specifically for ESSP. The clarifies requirement in managing this:

- ✓ PIU should be keeping up to date the FAR as initially established and furnished by CIU FM
- ✓ CIU FM will work closely with the PIU to ensure this is kept up to date on a monthly basis.
- ✓ All goods procured under the project that can be defined as 'asset' must be given a unique identifying number and entered into an asset register. The unique identifying number should also be recorded in the procurement file.
- ✓ Both the auditors and the WB Task Team or Financial Specialist may inspect the asset register and check whether all assets are accounted for. If any are unaccounted for then their purchased may not be eligible from the grant funds and the IA may need to refund that money to the WB.
- ✓ All goods procured using project funds will, at the end of the project, become assets of GRMI, asset management procedures and policy will align as much as possible with the GRMI asset management policy and procedures

Project Closure

By the closing of the project there are some process and procedures that will need to ensure that the project is properly closed, including, but are not limited to the following:

- ✓ All drawdowns from the Grant Account to the Designated Account from the WB will be closed at the end of the Grace Period, which is 4 months after the closing date are eligible.
- ✓ Ensure that complete documentations of the use of advances from DA are also completed before the grace period.
- ✓ Ultimately, it is the intension of the GRMI to fully utilize grants by the project closing date.

2. RMI Taxes

The Ministry of Finance articulated a position on taxation to be applied across the whole World Bank Portfolio. This position clarified that:

1. All contracts for Goods and Services would attract the full Withholding Tax Limitation of 10% on the Gross Value of the Contract. However, the 10% apply for non-residents and suppliers outside RMIS.
2. That Tenderers would bid for these contracts exclusive of tax, and this amount would then be added to the overall contract award, and
3. This amount would be deducted on invoice payment in favor of the GoRMI

Monitoring and Management

The Financial Manager at the Central Implementation Unit will work closely with the PIU to keep the Project Manager updated on all FM matters related to the Project implementation. Regular communication and monthly financial report/statement shall be maintained. The PIU Project Manager shall comply with the Standard Operating Procedures established by the CIU.

3. Coordination and Management with World Bank

The World Bank will provide support in the Financial Management through its Financial Management Specialist(s) to clarify WB FM requirements, to advise on the usage of Client Connection, and to advise the MoFBPS on general FM matters. Also, implementation support and capacity building will also be provided by the World Bank to strengthen the FM capacity.

9.6 Financial Reporting

The CIU is responsible for the preparation of the project financial reports as outlined in the Financing Agreement and any other reports that may be mandated by the GoRMI.

The current 4Gov system is dated, only partially operating to capacity, and reliant upon extensive manual input, processing and checking. To provide the level and complexity of financial management (including change and reallocation), reporting, and control that the World Bank requires, the Central Implementation Unit of DIDA has developed an independent system that complements to MoFBPS system.

Reporting Changes

It is anticipated that the Excel reporting will encompass:

1. A Consolidated Financial Report (CFR) which includes:
 1. Activity codes and descriptions
 2. Budgets
 3. Expenditure data by activity code
 4. Variance data by activity code
 5. Project term cash flow forecasts (if required), by activity code

Interim Unaudited Financial Reports (IFRs)

These reports provide a regular summary of the expenditures, receipts, and balances of project funds during each semester, financial year, and the total project. They help the team manage the project budget and demonstrate rate of implementation. IFRs must include data on the financial situation of the Project.

These reports should include: (a) a statement of sources and uses of funds for the reporting period, year to date, and with cumulative figures, including a statement of the project balance of account; (b) a statement of use of funds by component including commitments (unexpended amount of signed active contracts) and by expenditure category; (c) a reconciliation statement for the given designated account; and (d) a variance analysis indicating forecasts and discrepancies relative to the actual budget.

The IFRs will be prepared by the CIU designated Finance Officer, in close coordination with the Project Manager. Upon satisfactory by the both parties (CIU/PIU), the IFR is then review and signed by Project PM and forwarded to FM for final review and approval and be forwarded to the

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World Bank within 45 days of the end of each six-month period, in form and substance satisfactory to IDA. For further guidance on audited financial statements please refer to the FA.

Audited Financial Statements

Audited financial statements provide independent assurance of the financial performance of the Project. The financial statements are prepared by the CIU, and the audit is performed by the independent auditing contractor as part of the National Government's audit.

Audits cover the financial operations, internal control and financial management systems and would also include a comprehensive review of withdrawal application documentation.

The auditor will produce: (a) an annual audit report containing an opinion on the Project's annual financial statements; and (b) a management letter outlining any issues identified during the audit including on internal weaknesses. These reports should be submitted to the World Bank by MoF within six months from the closure of each fiscal year.

As stated in the Financing Agreement, MoF should have its financial statements audited in accordance with the provisions of Section 4.09 (b) of the General Conditions. Each audit of the financial statements must cover the period of one fiscal year of the Recipient. Financial Statements for each such period must be furnished to the World Bank not later than nine months after the end of such period. The Steering Committee will be ultimately responsible for ensuring project funds are audited and audits are submitted on time.

10 Procurement

All procurements under the project shall be undertaken in accordance with the requirements defined herein. All procurement related templates can be found in the Procurement Implementation Guidance for Fragile and Small States in the Pacific (April 2018)

<https://www.worldbank.org/en/projects-operations/products-and-services/brief/procurement-new-framework#SPD>

10.1 Regulatory Framework

All goods, works, non-consulting services and consulting services required for the Project and to be financed out of the proceeds of the Financing shall be procured in accordance with the WB Procurement Regulations for IPF Borrowers dated July 2016, revised November 2017 and August 2018, November 2020 and specific provisions stipulated in the legal agreements.

Considering the unique regional and local circumstances, a flexible and simplified approach to implementing procurement activities, within the framework of the Procurement Regulations will be adopted and these procedures are defined in the *“Procurement Implementation Guidance dated April 2018 – Making Procurement Work for Fragile and Small States in the Pacific under World Bank Investment Project Financing following the Procurement Regulations for IPF Borrowers”*.

10.2 Procurement Plan

The procurement plan outlines the activities/contracts (in terms of goods, works and consulting services) that the project needs to procure during the implementation of ESSP. It identifies when the contracts are required and allows the sequence of procurement steps to be integrated into work plan developed by PIU. The Procurement Plan Template with the most recent ESSP Procurement Plan is part of the project official documentation and can be accessed on the world bank website⁷.

The plan will be updated as necessary by the PIU at least yearly to reflect updates on completed contract packages and the planned procurement activities including any additions or deletions discussed and approved by the proper authorities in RMI and the World Bank.

World Bank Review of Procurement

The World Bank reviews the conduct of procurement activities to ensure that they are conducted in accordance with the approved Procurement Plan and whether these procurement activities are conducted in accordance with the procedures defined in these Project Operations Manual and the Legal Agreements. As specified in the WB Procurement Regulations for IPF Borrowers, the Bank *“exercises its procurement oversight through a risk-based approach comprising prior*

⁷ <https://projects.worldbank.org/en/projects-operations/document-detail/P171924>

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and post reviews and independent procurement reviews, as appropriate". The current overall procurement risk rating is "substantial" due to lack of capacity and experience of these agencies with implementing procurement. The risk rating will be reviewed every six months based on project procurement performance.

The procurement packages under the project shall be categorized either as Bank "prior review" or "post review" as defined in the Procurement Plan, which are determined based on the procurement risk rating for the project and the specific threshold amounts against the applicable procurement methods for each individual procurement package.

The review by the Bank is normally undertaken through the Systematic Tracking of Exchanges in Procurement (STEP) system and thus, all procurement activities under the project will be entered, tracked, and monitored online through the STEP system. The PIU shall ensure that procurement documents are uploaded on STEP in a timely manner. For the contract packages subject to "post review", the PIU shall ensure that the documentation on STEP are updated and ready for review / audit at any time. This applies to the all the procurement models noted in the table below.

Roles and Responsibilities

The PIU shall be responsible for undertaking all procurement activities under the project with oversight and support provided by the CIU Procurement Advisor. Oversight shall also be provided by the CIU Finance Manager who will also be reviewing draft contracts before such contracts are sent to the selected consultants or contractors and before the said contracts are submitted to the World Bank for no objection.

The Project Manager shall ensure coordination with the CIU, including the E&S team to ensure that environmental and social risk management requirements are fully covered in bid documents and work contracts, such that the specific documents listed below are reviewed before such documents are finalized or before submission to the Bank (through STEP), in the case of packages subject to Bank prior review.

Procurement of Consultancy Services

1. Individual Consultant

Document for Review	Remarks
1. Terms of Reference	The technical aspect of the TOR is solely the responsibility of the PIU. The review by CIU will cover overall completeness of content from a procurement perspective and ensure E&S requirements are clearly stated.
2. Request for Expression of Interest (REOI)	The REOI is prepared by the PIU based on the TORs and with support from the CIU. The PIU will ensure compliance with the Bank REOI template, and the period allowed for responses. CIU will assist by reviewing the REOI ensuring its consistency with the TOR requirements.

Document for Review	Remarks
3. Consultant Evaluation Report	<p>The PIU is responsible for ensuring that the REOI is published in all the necessary/ required platforms (e.g., Newspaper, Facebook, MOF Webpage, and UNDB if the requirement is International, etc.).</p> <p>The PIU with the support of CIU will prepare an evaluation sheet to score the submissions and be maintained as part of the official procurement record.</p> <p>The CIU will review to ensure that the selection process was undertaken in accordance with the requirements of the REOI and the Bank’s guidelines and to this end, CIU may provide guidance to the Bid Evaluation Committee during the actual evaluation process.</p>
4. Contract Negotiations	<p>The CIU cannot be a member of the evaluation committee but may provide inputs to the evaluation process, review the EOIs received, attend evaluation committee meetings as an observer, and review the evaluation report.</p> <p>Once the Bank no objection to the shortlist and top-ranked consultant is received, the PIU shall inform the top-ranked consultant in writing (email) that he has been evaluated as the top-ranked consultant and as an initial step in the contract finalization process, the Consultant shall be requested to provide supporting documentation specifically, the Consultant’s previous contracts <u>for similar assignments</u>.</p> <p>The Consultant may submit as many previous contracts to see the trend in his remuneration rate but as a minimum, the Consultant must provide the latest contract for similar assignment.</p> <p>The PIU shall determine an appropriate remuneration rate to be offered to the Consultant. The determination of the rate shall consider the rate in the consultant's previous <u>similar</u> contract/s and the budget limitations. It will be good to consider the last 3 years rates to see the remuneration trend. The PIU should also check if the reference similar contracts submitted were full-time or intermittent, how long the contract period was, and how much was the total input in the contract. It should be noted that the remuneration rate for a short-term assignment is generally higher than the rate for a long-term position. The specified</p>

Document for Review

Remarks

budget in STEP may be exceeded if the higher rate is justified in view of the past rates.

If an applicant has no past consultancy contracts (for example, he/she is a government official or university professor, or has worked only in NGOs), the rate may be decided based on the candidate's qualifications and the tasks in the proposed assignment.

Once the rate is determined this will be incorporated in the DIDA contract template, which will then be the initial draft contract.

5. Draft Negotiated Contract

The CIU will review the draft contract to ensure that it is in accordance with the standard contract template and to check the reasonableness of the contract price.

The initial draft contract must be cleared by the CIU (Procurement and Finance) before the PIU can send it to the consultant. Once cleared by CIU, the PIU shall send the initial draft contract to the Consultant for his/her concurrence. A slight increase from the initial offered rate may be accommodated subject to clearance from the DIDA Assistant Secretary. If the consultant's asking rate is too high as compared to the budget allocated and the Client is not able to consider increasing the budget so much and the Consultant is unwilling to reduce his/her asking rate, the contract negotiations may be terminated and the negotiations can be undertaken with the next-ranked consultant, subject to prior no objection from the Bank.

6. Firm Consultant (CQS)

Document for Review

Remarks

7. Terms of Reference Same remarks as above

8. Request for Expression of Interest Same remarks as above

9. Consultant Evaluation Report Same remarks as above

10. Draft Request for Proposal (RFP) PIU prepares the RFP with support from the CIU and ensures compliance with the Bank RFP template and ensure that the RFP provides all information necessary for the shortlisted Consultant to prepare a proposal.

11. Draft Negotiated Contract The CIU will review the draft contract to ensure that it is in accordance with the Bank's contract template and to check the reasonableness of the contract price.

12. Firm Consultant (QCBS)

Document for Review	Remarks
13. Terms of Reference	Same remarks as above
14. Request for Expression of Interest	Same remarks as above
15. Consultant Shortlisting Report	CIU review to ensure that the evaluation is undertaken in accordance with the REOI requirements and the Bank's procurement guidelines
16. Draft Request for Proposal (RFP)	CIU review to ensure compliance with the Bank RFP template and Guidelines and ensure that the RFP provides all information necessary for the shortlisted Consultant to prepare a proposal.
17. Any amendment to the RFP	CIU review to confirm suitability of the proposed amendment
18. Technical Evaluation Report	The CIU will review to ensure that the technical evaluation is undertaken in accordance with the requirements of the RFP and the Bank's guidelines. As suggested above, CIU may be involved by providing guidance during the actual evaluation process. CIU cannot be a member of the evaluation committee but would, review the technical proposals received, and to attend evaluation committee meetings as an observer and review the bid evaluation report
19. Financial Evaluation Report	CIU review to confirm that financial evaluation is undertaken in accordance with the requirements of the RFP and the Bank's guidelines and the recommended contract price is reasonable.
20. Draft Negotiated Contract including Minutes of Contract Negotiation	The CIU will review the draft contract to ensure that it is in accordance with the Bank's contract template and the provisions are as per the RFP and the approved technical and financial evaluation reports.

At any stage during the contract negotiations, PIU may seek clarification from CIU or CIU to PIU, as regards any procurement issue/s. CIU may participate in contract negotiation meetings as deemed necessary by the PIU.

21. Procurement through Direct Selection

Document for Review	Remarks
22. Justification for Direct Selection	The CIU will review the draft justification for direct selection before such document is submitted to the Bank or to the proper authorities for approval.

CIU shall review the draft justification to ensure that the direct selection is justified.

23. Draft Negotiated Contract The CIU will review the draft negotiated contract to ensure that it is in accordance with the Bank’s contract template and to check the reasonableness of the contract price.

At any stage during the procurement process, PIU may seek assistance or clarification from CIU as regards any procurement issue/s. CIU may participate in contract negotiation meetings as deemed necessary by the PIU.

Procurement of Works, Goods and Non-Consultancy Services

1. Request for Bids

Document for Review	Remarks
2. Draft Invitation Prequalification	for CIU review to ensure compliance with the Bank REOI template (if and the period allowed for responses applicable)
3. Draft Prequalification Documents (if applicable)	CIU review to ensure compliance with the Bank standard PQ Document and to check whether the qualification requirements specified are consistent with Bank standard requirements
4. Prequalification Report (if applicable)	CIU review to ensure that the evaluation is undertaken in accordance with the requirements specified in the PQ Documents and the Bank’s procurement guidelines
5. Draft Bidding Documents	CIU review to ensure compliance with the Bank standard template for such bidding documents and ensure that the information provided are in accordance with the Bank’s Procurement Guidelines.
6. Any proposed amendment to the Bidding Documents	CIU review to confirm suitability of the proposed amendment, and consistency with other provisions in the bidding documents.
7. Bid Evaluation Report	The CIU will review to ensure that the bid evaluation is undertaken in accordance with the requirements of the Bidding Documents and the Bank’s guidelines. As suggested above, CIU may be involved by providing guidance during the actual evaluation process. CIU cannot be a member of the evaluation committee but may attend to evaluation committee meetings as an observer. CIU will review the Bid Evaluation Report and will provide comments/inputs when necessary.
8. Draft Contract Agreement	The CIU will review the draft contract to ensure that it is in accordance with the Bank’s contract template and consistent with the provisions of the Bidding Documents and the evaluated bid.

9. Request for Quotation (RFQ)

Document for Review	Remarks
10. Draft RFQ Document	CIU review to ensure compliance with the Bank RFQ template

11. Evaluation Report / Award Recommendation CIU review to ensure that evaluation was undertaken in accordance with the RFQ Document and to check the reasonableness of the contract price.

12. Direct Selection

Document for Review

Remarks

13. Justification for Direct Selection The CIU will review the draft justification for direct selection before such document is submitted to the Bank or to the proper authorities for approval.

CIU shall review the draft justification to ensure that the direct selection is justified.

14. Draft Negotiated Contract including Minutes of Contract Negotiation The CIU will review the draft negotiated contract to ensure that it is in accordance with the Bank's contract template and to check the reasonableness of the contract price.

At any stage during the procurement process, PIU may seek assistance or clarification from CIU as regards any procurement issue/s. CIU may participate in contract negotiation meetings as deemed necessary by the PIU.

Procurement-Related Complaint

A procurement-related complaint is of critical importance because it can potentially result in significant delays to the procurement process. Any procurement-related complaint and draft response is required to be cleared by the Bank for clearance before the response is sent to the complaining Bidder.

The PIU shall share with the CIU for review any procurement-related complaint and the corresponding draft response before these are sent to the Bank for clearance.

Publication of Award

A public notice of award of contract (Contract Award Notice) must be published within 10 (ten) Business Days from the date the Notification of Contract Award was issued to the successful Bidder/Proposer/Consultant.

The PIU shall be responsible for this procurement activity and shall ensure compliance with the requirements of clauses 5.93, 5.94, and 5.95 of the Bank's Procurement Regulations. The CIU Procurement Adviser shall help / advise when requested by the PIU.

Fraud and Corruption

All procurements under the project shall comply with the Bank's Anti-Corruption Guidelines as defined in Annex IV of the Procurement Regulations for IPF Borrowers. It shall be the responsibility of the PIU and all other personnel involved to ensure that a fair and transparent

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procurement process is undertaken, and the integrity of the whole procurement process is always maintained.

11 Record Management

All project documentation (including procurement, contract documents, accounting, and reporting) needs to be easily available for inspection by the auditors and the World Bank for at least two years after the project closes, or one year after World Bank has received the audited Financial Statements covering the period during which the last withdrawal from the Designated Account was made (whichever is the later). If records are incomplete or not available there is the risk that borrower may need to return money to the World Bank, so records Management is important right from the beginning of the project.

In addition to the project documentation requirements of the World Bank as outlined in Section 4.07 of the IDA General Conditions all the record management requirements that must be met by the GoRMI. Where there is a difference in the requirements the longer period of retention shall apply. The PIU will be responsible for maintaining project files, and the project files will be kept in secure cabinets located with the PIU. Files should be kept in hard copy files created in accordance with DIDA Records Management policy and naming convention. After the project closes it will be the responsibility of the GoRMI to keep the files for several years, so it is important that the files match DIDA conventions and naming protocols.

All files, including files kept on the personal or project computer of PIU staff, will also be kept electronically and backed up in a secure location which may include an external hard drive or a secure cloud platform.

At a minimum the following files need to be created as the project progresses:

1. Legal Documents: include, at a minimum, final versions of all the documents listed in the Project Documents section of this POM
2. Project Management: Include the annual work plan, budget, procurement plan, and TORs
3. Progress Reports
4. Interim Unaudited Financial Statements
5. Withdrawal Applications (WA)
6. Financial Records
7. Bank Statements
8. Contract Register which shall include complete copy of all contracts
9. Separate Procurement files for each Procurement Activity
10. Land leases relevant for Project activities
11. Grievances
12. Environmental, social, health and safety incidents

11.1 Contract Management

The Contract Management Cycle (see Figure 7) begins upon the signing of each contract, through to the entire duration of the contract, ensuring that the contractual obligations are delivered as contracted and up to the end upon contract expiration.



Figure 7: Contract management cycle

The PIU and CIU manage contracts as follows for an effective and transparent contract management:

1. PIU has a system in place which keeps a signed copy of the contracts cleared for the project, all contracts and contracts amendments are uploaded onto STEP and kept in the project share drive.

The PIU will also establish a system which compiles all contract information such as: contract name, contract reference number, name of consultant/firm, original contract amount, commencement date, completion date, variations, revised contract amount, revised completion date and total payments made to date.

2. On the other hand, CIU established contracts register for the monitoring of the financial management aspect of contracts executed under the project. The contracts register is used as follows:
 1. capturing of commitments after a contract under the project is fully signed by the consultant and the client (GoRMI);
 2. summarizes important details of the contract including contract period, contract number (as per GoRMI's system), breakdown of contract cost, and applicable RMI tax rate;
 3. record invoices charged against the contract;
 4. use as a tool to verify whether invoices submitted are according to the terms of the contract before processing for payment.
1. CIU will provide PIU by the 5th of the following month with an updated copy of the contracts register, showing invoices received by the end each month as confirmed to be according to contract terms.
2. Contracts are coordinated by the component coordinator within the PIU who reviews and give approval to the monthly/fortnightly payments, these are validated by the PM, it is then submitted to CIU for payment processing.

The following provides clear definition of PIU and CIU roles in the project's contract management.

1. PIU:

1. Overall contract management, contract implementation (ensuring goods, works and required services are delivered/completed and rendered on time, monitor contract expiry dates and timely processing of extension).
2. ensures that contract performance guarantee provision of the contracts is correctly administered;
3. monitors the advance guarantee period (expiry date) and ensure it is valid until the full amount of advance was recovered;
4. administers all contracts with regards to bank guidelines on social and environmental management;
5. administers all Contract performance guarantees and ensure that expiry date occurs at least a minimum of 30 days after work completion date;
6. administers any advance payments provided to the contractor;

7. CIU-FM:

1. ensures that taxes are applied in compliance with the Govt rules and regulations and remitted to the tax authorities;
2. keep the retention money in a Designated Account opened for the project and is not withdrawn from another bank account of the Project or Government;

The contract management procedures indicated above are placed by the Project to ensure the following monitoring is addressed and captured to be useful for the Project's performance or should World Bank require during its FM reviews on the Project:

1. Can the recorded payment be reconciled with the IFR submitted with the Withdrawal Application?
2. Is the payment claimed for the reported period?
3. Once the invoice is submitted and cleared how long does it takes to clear the payment for the invoice submitted by the Contractor?