

CARIBBEAN DEVELOPMENT BANK

TWO HUNDRED AND NINETY-NINTH MEETING OF THE BOARD OF DIRECTORS

TO BE HELD VIRTUALLY

SEPTEMBER 22, 2022

PAPER BD 59/22

NOTIFICATION OF APPROVAL BY THE PRESIDENT OF A LOAN
SAFETY NETS FOR VULNERABLE POPULATIONS AFFECTED BY CORONAVIRUS
SAINT LUCIA
(President's Recommendation No. 1023)

In accordance with the authority delegated by the Board of Directors at its Two Hundred and Ninety-Second Meeting (Minute 292.20), the President approved a loan to the Government of Saint Lucia (GOSL) in an amount not exceeding the equivalent of five million, two hundred and seventeen thousand United States dollars (\$5,217,000) (the Loan) from the Special Funds Resources of the Caribbean Development Bank (CDB), allocated from funds provided by the Inter-American Development Bank to CDB under the Global Loan Programme to build health, social and economic resilience in the member countries of the Organisation of Eastern Caribbean States during the Coronavirus Disease 2019 (COVID-19) crisis, on the terms and conditions referred to in the attached Paper. The Loan will assist GOSL in financing a project to promote equitable cash transfers and the expansion of safety net services using the platforms of existing cash transfer programmes and special transfers to persons directly affected by COVID-19, and vulnerable populations working in the informal sector, who are not part of existing cash transfer programmes. It will also support education continuity in Saint Lucia (the Project).

2. It is a condition of the aforementioned authority that each project approved by the President and the terms and conditions thereof be reported to the Board at its first convenient scheduled meeting after approval of the Project.
3. The Board is therefore asked to note the approval by the President of the abovementioned Project and the terms and conditions thereof.



CARIBBEAN DEVELOPMENT BANK

APPRAISAL REPORT

**SAFETY NETS FOR VULNERABLE POPULATIONS
AFFECTED BY CORONAVIRUS PROJECT - SAINT LUCIA**

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Notified at the Two Hundred and Ninety-Ninth Meeting of the Board of Directors held on September 22, 2022

**(BD59/22)
AR 22/9**

*Director
Projects Department*

Mr. Daniel M. Best

*Division Chief (Ag.)
Social Sector Division*

Dr. Martin Baptiste

This Report was prepared by an Appraisal Team comprising: Elbert Ellis (Coordinator/Social Analyst); Ronald James (Economist); Dave Waithe (Senior Legal Counsel); Julian McBarnette (Environmental Specialist); Debbie Lewis (Financial Analyst); Jessica Harris (Gender Specialist); Neva Pemberton (Consultant Education Specialist); Oliver Sieg (Risk Analyst); Edrea Marques (Civil Engineer); and Vickie Alleyne (Coordinating Secretary).

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CURRENCY EQUIVALENT

[Dollars (\$) throughout refer to United States Dollars (USD) unless otherwise stated.]

USD1.00 = XCD2.70

XCD1.00 = USD0.37

ABBREVIATIONS

AOF	-	Advance of Funds
BCR	-	Benefit-Cost Ratio
BMC	-	Borrowing Member Country
CDB	-	Caribbean Development Bank
CDG	-	Child Disability Grant
CF	-	Consolidated Fund
COVID-19	-	Coronavirus Disease 2019
CTP	-	Cash Transfer Programme
CVQ	-	Caribbean Vocational Qualifications
CXC	-	Caribbean Examination Council
DEDTCA	-	Department of Economic Development, Transport and Civil Aviation
DOA	-	Director of Audit
EDPM	-	Electronic Document Preparation Management
EquIP	-	Education Quality Improvement Project
ERRP	-	Economic Recovery and Resilience Plan
ESRP	-	Environmental and Social Review Procedures
FAO	-	Food and Agriculture Organization
FY	-	Fiscal Year
GDP	-	Gross Domestic Product
GM	-	Gender Mainstream
GOSL	-	Government of Saint Lucia
HDI	-	Human Development Index
HDR	-	Human Development Report
HEAT	-	Human and Economic Assessment Report
HH	-	Households
HRD	-	Human Resource Development
ICT	-	Information Communications Technology
IDB	-	Inter-American Development Bank
IMF	-	International Monetary Fund
INTOSAI	-	International Organization of Supreme Audit Institutions
ISP	-	Income-Support Programme
Let's REAP	-	Learning Recovery and Enhancement Programme
LFS	-	Labour Force Survey
LRC	-	Learning Resource Centre
M&E	-	Monitoring and Evaluation
mn	-	Million
MOE	-	Ministry of Education
MOESJE	-	Ministry of Equity, Social Justice and Empowerment
MOF	-	Ministry of Finance, Economic Planning, and Information Technology
MSME	-	Micro, Small and Medium-sized Enterprises
MTDS	-	Medium-Term Development Strategy
NCPWD	-	National Council of and for Persons with Disabilities
NELU	-	National Enrichment and Learning Unit

NGO	-	Non-Governmental Organisation
OCR	-	Ordinary Capital Resources
OECS	-	Organisation of Eastern Caribbean States
OESS	-	OECS Education Sector Strategy
ORM	-	Office of Risk Management
OSF	-	Other Special Funds
p.a.	-	per annum
PAHO	-	Pan American Health Organization
PAP	-	Public Assistance Programme
PAS	-	Performance Assessment System
PBL	-	Policy-Based Loan
PC	-	Project Coordinator
PLHIV	-	Persons Living with HIV
PMT	-	Proxy Means Test
PMU	-	Project Management Unit
PS	-	Permanent Secretary
PSC	-	Project Steering Committee
PWD	-	Persons with Disabilities
RF	-	Results Framework
SAG	-	Social Assistance Grant
SDG	-	Sustainable Development Goals
SEN	-	Special Education Needs
SFR	-	Special Funds Resources
SIDS	-	Small Island Developing States
SLBWA	-	Saint Lucia Blind Welfare Association
SL-NET	-	Saint Lucia National Eligibility Test
SLSWMA	-	Saint Lucia Solid Waste Management Authority
SPS	-	Social Protection System
SSNS	-	Social Safety Nets Specialist
STL	-	Saint Lucia
TOR	-	Terms of Reference
UGGC	-	Upton Girls Garden Centre
UN Women	-	United Nations Entity for Gender Equality and the Empowerment of Women
UNDP	-	United Nations Development Programme
UNICEF	-	United Nations Children's Fund
USD	-	United States Dollar
WB	-	World Bank
WFP	-	World Food Programme
WHO	-	World Health Organization
XCD	-	Eastern Caribbean Dollar

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COUNTRY DATA: SAINT LUCIA

Item	2017	2018	2019	2020	2021
GDP per capita (USD)	11,275.1	11,560.9	11,803.1	9,351.4	9,815.9
GDP at constant market prices (USD million)	5,417.3	5,575.8	5,572.3	4,212.6	4,709.7
Sectoral Distribution of Constant GDP (%)					
Agriculture, Forestry and Fishing	1.9	2.1	2.1	2.4	2.0
Mining and Quarrying	0.2	0.2	0.2	0.2	0.2
Manufacturing	3.6	3.7	3.7	4.1	4.1
Electricity	2.6	2.6	2.6	2.9	2.9
Water	0.9	0.9	0.9	1.0	1.0
Construction and Quarrying	5.2	4.4	4.1	4.6	4.8
Wholesale and Retail Trade	11.8	11.7	10.8	12.0	12.2
Accommodation and Food Services	23.1	23.8	23.7	11.7	15.4
Transport and Storage	5.2	5.2	5.3	4.2	4.0
Communication and Information Services	3.7	4.1	5.2	7.1	6.8
Financial Services	8.2	7.9	8.0	10.3	9.9
Real Estate Activities	12.1	11.8	11.6	15.0	14.1
Public Administration, Defence & Compulsory Social Security	5.8	5.7	5.9	7.5	7.0
Education	3.7	3.6	3.7	4.5	4.2
Health and Social Work	2.6	2.6	2.7	3.4	3.0
Other Services	9.6	9.9	9.8	9.0	8.6
GDP (annual % change)	3.5	2.9	-0.1	-24.4	11.8
MONEY AND PRICES					
Money Supply (M2, annual % change)	1.6	3.9	3.8	(12.7)	14.9
Credit to the Private Sector (annual % change)	(1.7)	(2.1)	(1.9)	4.2	(0.1)
Inflation (period average) (%)	0.1	2.6	0.5	(1.8)	2.4
PUBLIC FINANCES (% of GDP)					
Overall Surplus (Deficit)	(1.5)	(2.0)	(1.0)	(3.7)	(11.7)
Gross Public Debt	58.9	59.5	60.4	92.2	90.6
BALANCE OF PAYMENTS (% of GDP)					
Total Exports	51.9	53.9	57.1	27.6	50.4
Total Imports	48.0	47.7	45.7	41.6	47.9
Current Account Balance	-2.18	1.5	6.1	16.8	-0.2
AVERAGE EXCHANGE RATE					
XCD to 1 USD	2.7	2.7	2.7	2.7	2.7

Source: Saint Lucia Economic and Social Review, 2021; and Eastern Caribbean Central Bank

COUNTRY DATA: SAINT LUCIA (CONT'D)

Item	2017	2018	2019	2020	2021
POPULATION					
Population ('000)	177,301	178,695	179,995	181,192	182,279
Population (annual % change)	0.08	0.08	0.08	0.08	-
EDUCATION					
Net School Enrolment Ratio					
Primary	95	95	96	97	-
Secondary	84	82	84	84	-
Pupil-Teacher Ratio					
Primary	15	15	14	14	-
Secondary	11	11	11	11	-
LABOUR FORCE					
Unemployment Rate (%)					
Male	25.8	20.18	16.83	17.1	21.9
Female	21.5	18.53	14.90	18.4770	20.1
	30.6	22.11	18.94	19.3	23.9
HEALTH					
Life Expectancy at Birth (years)					
Male	73.3	72.4	72.5	71.0	-
Female	70.1	70.2	70.3	70.4	-
	74.8	75.0	75.1	74.9	-
Mortality Rate, Infant (per 1,000 live births)					
	14.3	13.8	13.4	-	-
Human Development Index					
	0.734	0.736	0.745	0.759	-
<i>Sources: hdr.undp.org/sites/default/files/Country-Profiles/VCT.pdf Ministry of Education Planning Division</i>					
Notes:					

PROJECT SUMMARY

Financial Terms and Conditions	
Borrower:	Government of Saint Lucia (GOSL)
Implementing Agency:	Ministry of Equity, Social Justice and Empowerment (MOESJE)
Disbursement Period:	December 31, 2022 – August 15, 2023
Sector Code:	

Fund	Fund Source	Amortisation			Interest Rate (%)
		Amount (000's)	Period (years)	Grace Period (years)	
Special Funds Resources (SFR)-USD	Inter-American Development Bank (IDB) Coronavirus Virus Disease (COVID-19) Organisation of Eastern Caribbean States (OECS) Line of Credit	5,217	20	3	Variable; currently at 4.39% per annum (p.a.)
Loan Total:		5,217			
Counterpart Total:		197			
Total Project Cost:		5,414			
Office of Risk Management (ORM) Commentary: Not applicable.					

Project Summary

Project Outcomes and Description: The overall impact of the Project is to contribute to ensuring minimum levels of quality of life for vulnerable persons amid the crisis caused by COVID-19 as well as preserving human capital. The expected outcomes are: (a) basic needs and minimum income levels supported for those affected by the coronavirus in the immediate period and during the recovery; and (b) enhanced, secure and inclusive continuity of learning in the special education needs (SEN) sector. These outcomes are expected to be achieved through access to timely and cost-effective income-support, cash transfers to vulnerable groups including children, females, youth, persons with disabilities (PWDs), persons living with HIV (PLHIV), the homeless and indigent, and investments in goods, minor works, capacity-building, and institutional strengthening in the SEN sector to engender inclusive and high-quality distributed teacher-learning.

The proposed Project consists of the following components:

- (a) Other Project Support Services:
 - (i) Protection using existing cash transfer programmes;
 - (ii) Protection for the vulnerable populations not on the rosters of transfer programmes, working in the informal sector; and
 - (iii) Support for learning continuity in vulnerable groups.
- (b) Project Management.

Exceptions to the Caribbean Development Bank's (CDB) Policies: No exceptions to CDB's policies are requested for this Project.

The Project is classified as Category 'C' under CDB's Environmental and Social Review Procedures (ESRP). There is little or no potential for adverse social and environmental impacts.

Gender Marker Summary

Analysis	Design	Implementatio	Monitoring & Evaluation	Score	Code
1.0	0.5	0.5	1.0	3	GM ¹

¹ Gender Mainstreamed (GM): The Project has the potential to contribute significantly to gender equality.

1. THE PROJECT

REQUEST

1.01 By letter dated March 5, 2021, GOSL requested assistance from CDB to finance a project that would promote equitable cash transfers and the expansion of safety net services using the platforms of cash transfer programmes, and special transfers to persons directly affected by COVID-19. Additionally, support would be provided to vulnerable populations working in the informal sector who are not part of existing cash transfer programmes and feeding and nutritional support to the homeless and indigent sub-population. GOSL also requested support to promote equitable and inclusive learning continuity for vulnerable populations which is expected to contribute to improved student outcomes (the Project). Project appraisal was delayed due to capacity constraints in Saint Lucia. Challenges were experienced in collating the data/documentation needed to inform the project appraisal process and subsequent mission, as well as in presenting the revised proposal, which included the indicative allocation for the various project components.

BACKGROUND

1.02 An outbreak of COVID-19, caused by the 2019 Novel Coronavirus (Severe Acute Respiratory Syndrome-CoV-2) has been spreading rapidly across the world since December 2019. Declared a global pandemic on March 11, 2020, by the World Health Organisation (WHO), approximately 535.8 million (mn) confirmed cases and more than 6.3 mn deaths have been recorded across 221 countries/regions¹ as of June 17, 2022. As of June 16, 2022, at total of 11.9 mn vaccine doses² were administered.

1.03 In many instances, CDB's Borrowing Member Countries (BMC) were able to manage the initial spread. However, the situation evolved with the dominance of community spread and the introduction of multiple variants (including the Delta variant) in 2021 and subsequently, the Omicron BA.1 and BA.2 sub variants in early 2022 across some countries. Infection rates have been high with more women than men testing positive for COVID-19 in the Caribbean. However, in keeping with global trends, fatality rates for men are higher. According to the Pan American Health Organization (PAHO) epidemiological report dated May 12, 2022, the average infection rate for women was 53% compared to 47% for men across all age groups. The death rate for men over 40 years was 55% compared to 45% for women across the same age ranges.

1.04 Saint Lucia has not been spared the adverse effects of the COVID-19 pandemic with the first case recorded on March 13, 2020. GOSL instituted measures in March 2020, including: (a) management of social gatherings; (b) quarantine of suspected cases and management of identified positive cases; and (c) closure of borders to regional and international travel. Security measures were heightened to ensure compliance with the measures under the declared public health emergency which had varied in intensity in response to the fluid local, regional, and international situation. As of June 20, 2022, there were 26,722 confirmed cases and 376 COVID-19 related deaths³ in Saint Lucia. At the same time, vaccination rates remain low as the residents continue to exhibit vaccine hesitancy. As of May 24, 2022, GOSL had administered a total of 121,134 doses⁴ which represents approximately 33.1% of the country's population being fully vaccinated. This statistic represents one of the lowest vaccination rates among CARICOM Member States when compared to Antigua and Barbuda - 63%, Dominica - 42%, Grenada - 34%, and St. Kitts and Nevis - 49.4%.

¹ WHO Coronavirus: covid 19.who.int

² WHO Coronavirus: *Ibid.*

³ <https://www.covid19response.lc/>.

⁴ <https://graphics.reuters.com/world-coronavirus-tracker-and-maps/countries-and-territories/saint-lucia/>

MACROECONOMIC CONTEXT

1.05 Preliminary Eastern Caribbean Central Bank's and CDB's estimates indicate that following a steep decline of real output by 24.4% in 2020, robust growth of 11.8% was recorded in 2021, underpinned by strong recovery in tourism activity. The outlook for 2022 is relatively upbeat, with real Gross Domestic Product (GDP) projected to strengthen further by 5%; driven mainly by continued improvement in tourism sector performance and construction activity, both public and private. With respect to prices, inflationary pressures surged in 2021, due to a confluence of issues related mainly to increased consumer demand, and global supply chain disruptions, part of which was linked to labour shortages. The inflation rate increased by 2.4% in 2021 from an overall price deflation (decrease) of 1.8% in 2020. Inflation is projected to climb even further in 2022, rising by 4.2%; a situation that could put considerable strain on households.

1.06 Based on GOSL's fiscal estimates, central government performance followed a similar path as the real sector. Though not back to pre-pandemic levels, the fiscal position of the central government improved in the fiscal year (FY) 2021/22 in tandem with the partial recovery in economic activity. Preliminary estimates suggest that the higher revenue intake resulted in a reduction in the overall fiscal deficit from 11.7% of GDP in FY⁵ 2020/21 to 7.4 % of GDP in 2021/22. Similarly, there was a smaller primary deficit in 2021/22, estimated at 3.7% of GDP compared to 7.8% of GDP in 2020/21. Consistent with the improvements in both the economic output and fiscal operations, preliminary estimates suggest that the public debt to GDP ratio at the end of 2021 decreased to 90.6% from 92.2% at the end of 2020. Further improvements are anticipated over the near-term, consistent with projected rise in output. Fiscal deficits are forecast to narrow further in FY 2022/23, with overall and primary balances expected to decline to 2.7% and 6.2% of GDP respectively, and public debt to GDP to taper to roughly 88.7% of GDP.

1.07 Notwithstanding the general improvements in macroeconomic conditions registered in 2021, and the expectation for near-term strengthening, a return to pre-COVID-19 levels of output is not expected until around 2024. The outlook is upbeat but marked by cautious optimism, as risks are tilted heavily towards the downside, given the continued presence of COVID-19 and with the vaccination rate still around only 30% in mid-2022. The ongoing Russia/Ukraine war also presents a challenge, further exacerbating existing supply chain issues with the attendant negative impact on prices and supplies. These conditions can undermine the nascent economic recovery that is underway. However, on the upside, high-valued tourists could see Saint Lucia as a relatively safe destination, thus providing positive impetus to the tourist arrival numbers. The expected enhancements in fiscal and debt mask the ongoing underlying challenges that GOSL faces in managing a relatively challenging fiscal situation, which limits the degree to which the government can meet its social obligations from purely revenue collections.

1.08 Considering the foregoing, this concessional facility can potentially have a two-fold positive impact; firstly, on debt management risk indicators and secondly, providing the resources necessary to finance much needed social programmes. While not expected to compromise public debt sustainability conditions in Saint Lucia, the facility's low rate of interest will contribute to reducing central government's overall weighted average cost of debt – which stood at 4.49% at June 2022. Meanwhile, the long maturity period of the facility will also aid GOSL in increasing its debt portfolio's average time to maturity – which stood at 6.2 years in June 2022⁶.

⁵ Fiscal Year runs from April to March

⁶ Data available from the Debt Management Unit. GOSL is targeting a weighted average cost of debt that is <4.00%, and an average time to maturity that is >8 years.

SOCIAL CONTEXT

1.09 According to the United Nations Human Development Report (2020)⁷, Saint Lucia, a Small Island Developing State⁸, ranked 86 out of 189 countries with a Human Development Index (HDI) value of 0.759 up from 0.758 in 2018, which placed it in the high human development category. Life expectancy stood at 76.2 years in 2019, with females (77.58 years) living 2.73 years longer than males at 74.85 years. Progress on several other health indicators has been encouraging. Saint Lucia's child mortality rate declined from 14.3 in 2017 to 13.4 in 2019 and compares favourably with other OECS BMCs (Grenada - 14.7, St. Kitts and Nevis - 14.7, and Saint Vincent and the Grenadines – 13.4), as well as the global average of 26 per 1,000 live births. The health sector achievements are reflective of the country's commitment to ensuring the health and wellness of its citizenry, evidenced by health expenditure estimated at 6% of GDP, which continues to yield health and social development dividends.

1.10 According to the 2021 Labour Force Survey (LFS), the overall unemployment rate increased to 21.9% from 17.1% in 2020⁹. The unemployment rate for males and females also increased during the period from 18.47% to 20.1%, and 19.3% to 23.9%, respectively. In keeping with historical trends, youth unemployment was recorded at 37.0% for the period, almost doubling the national rate. Child poverty was estimated at 34.5% of the child population compared to 21.0% for the adult population¹⁰. Poverty head count simulations, assuming a temporary income shock of 25% and 35% to households (compared with the 2016 baseline of 25% poverty rate) were estimated to lead to a significant increase to 41.3% and 50.6%, respectively¹². Gender inequalities persist that make women more vulnerable to poverty impacts, due in part to persistent gender wage gaps. Prior to the pandemic, in Saint Lucia, the average wage for women was 22% less than that of their male counterparts (UNDP, United Nations Children's Fund [UNICEF], and the United Nations Entity for Gender and the Empowerment of men [UN Women, 2020])¹³.

1.11 A 2020 COVID-19 assessment¹⁴ highlighted the worsening socio-economic situation in Saint Lucia. It revealed that in addition to a reduction in labour income, over 50% of households experienced losses in non-labour income derived through remittances, unemployment benefits, and private transfers. Further, 71.2% of households experienced a decrease in total income from their main source of livelihood since the outbreak of COVID-19. As a coping strategy, the assessment informed that households withdrew savings during the period to manage their financial and household commitments. The assessment further revealed that 15% of households experienced difficulty in accessing basic needs such as food and medicine, with poor households being 10% more likely to experience these constraints as compared to non-poor households. Similarly, to other BMCs, COVID-19 has laid bare and, in many cases, worsened existing structural inequalities in Saint Lucia. These unprecedented and multi-faceted socio-economic challenges have placed significant stress on the country's Social Protection System (SPS), exposed its deficiencies, and consequently, its difficulty to adequately address the immediate demands placed on it.

⁷ Nations Development Programme (UNDP) Human Development Report (2020). *The Next Frontier-Human Development and the Anthropocene*.

⁸ Small Island Developing States (SIDS) are a group of small islands/states that tend to share similar sustainable development challenges, including small but growing populations, limited resources, remoteness, susceptibility to natural hazards, vulnerability to external shocks, excessive dependence on international trade, and fragile environments.

⁹ LFS conducted by the Central Statistics Office in 2021 and reported in the Social and Economic Review (2021:48).

¹⁰ COVID-19 Human and Economic Assessment Impact (HEAT) Report, Saint Lucia (2020:23) prepared by UNDP, UNICEF and UN Women, Eastern Caribbean.

The Poverty Rate was calculated using data collected from the Survey of Living Conditions-Household Budget Survey under CDB's Enhanced Country Poverty Assessment Programme.

¹² COVID-19 HEAT Report: *Ibid*:24.

¹³ *Ibid*: 25.

¹⁴ *Monitoring the Socio-Economic Impact of COVID-19 through High Frequency Phone Survey*. The survey was undertaken in May 2020 by the Central Statistics Office with World Bank support.

1.12 In keeping with regional and global commitments to advance equitable, inclusive, and quality education, enhancing educational access and learning support for students with special needs is a growing priority in Saint Lucia.¹⁵ Within the education sector, there are 6 institutions catering for 357 students (232 males and 125 females) with a range of SEN.¹⁶ The student teacher ratio in this subsector is 1:5 and 60% of teachers (both male and female) are trained. Special education services have been allocated approximately 2% of the overall education budget for the 2018-2021 period, which has been flagged as a priority challenge considering developmental goals to improve the availability and quality of services for this vulnerable population. Within the social sector, there are four (4) institutions that provide education services for vulnerable learners that need residential and/or rehabilitative care.¹⁷ Current enrolment across the institutions is 30 (16 females and 14 males), although the combined capacity of the institutions is 100. There are 26 staff (20 females and 6 males) supporting education across the institutions, 25% of whom are teacher-trained (3 females and 3 males). Development of basic literacy, numeracy, and life skills is central to the learning objectives at SEN institutions, and assessment of learning outcomes are typically tailored to the individual education plans of students at each institution¹⁸.

1.13 In Saint Lucia, like other parts of the world, COVID-19 disruptions have disproportionately constrained access to quality education for the most vulnerable, particularly those from economically challenged households and learners with special education needs, including dependents of the State¹⁹. SEN schools were closed for the majority of the period March 2020 to January 2021 and education services in MOESJE-managed residential facilities were decreased in line with the reduced availability of staff due to COVID-19 protocols during the same period. Mainstream education institutions attended by youth in residential facilities did not reopen until April 2021 and have operated on a shift system for the past year, relying heavily on distributed education technologies. These students returned full-time to mainstream schools in April 2022. Notably, the pandemic has introduced new teaching-learning challenges that the education and social sectors must respond to with agility, in light of the quick and sustained pivot to a

¹⁵ Improving equitable access and quality learning outcomes for SEN learners is prioritized in the Education Sector Development Plan 2015–2020, Saint Lucia’s Medium-Term Development Strategy (MTDS)2020–2023, and the recent 2021 Draft Education Sector Analysis; these documents align with the following regional and international education development strategies: OECS Education Sector Strategy 2012-2027 (OESS): Every Learner Succeeds, CARICOM Human Resource Development 2030-Strategy: Equitable access to quality education and training, and United Nations Sustainable Development Goals (SDG) 4: Quality and Inclusive Education.

¹⁶ The six institutions are the Special Education Centres in Vieux Fort and Soufriere, the Dunnotar School, Lady Gordon, Dennery Child Development Centre, and the Vision Education Support Centre of the Saint Lucia Blind Welfare Association (SLBWA).

¹⁷ The **Upton Girls Garden Centre** (UGGC) provides non-residential education and therapeutic services (e.g.: behavioural; and psycho-social support) for teenage girls, ages 12-18, experiencing challenges negotiating adolescence (ages 12-18), typically from homes navigating socio-economic challenges. The **Boys Training Centre** caters to adolescent boys, ages 8-18, that require care and protection as well as those who come into conflict with the Law. Within the Division of Human Services the **New beginnings Transit Home** is a temporary residential place of safety for children between birth and age 18 years who are victims of child abuse and severe neglect and who are in need of care and protection, while the National Foster and Care and Adoption Services works to ensure children are placed in secure and loving families. **The Rainbow Children’s Home** is a registered Charity in Saint Lucia that provides a place of safety for children at-risk and in need of care and protection, with capacity for 9 children the ages of 3-11. With the exception of the UGGC, which provides all teaching-learning on-site, learners at the other institutions attend public schools as far as possible. Nonetheless, all Centres offer academics for youth that are not eligible to attend mainstream institutions because of psycho-social, behavioural and/or legal reasons.

¹⁸ At all SEN institutions, primary level subjects offered onsite include Language Arts, Mathematics and some technical skills training. At the secondary level, Caribbean Examination Council (CXC) Mathematics, English, Electronic Document Preparation Management (EDPM), Sewing, Food, and Nutrition are offered at MOESJE-managed and housekeeping, sewing, music, crop production, and vehicle detailing are offered at the Ministry of Education (MOE) managed institutions. Additionally, Dunnotar School offers the Caribbean Vocational Qualifications (CVQ) in flower arranging in collaboration with MOE’s National Enrichment and Learning Unit (NELU), which provides continuing education services for adult learners.

¹⁹ See: <https://gem-report-2020.unesco.org/latin-america-and-the-caribbean/>

distributed educational landscape as a strategy to foster resilience, inclusion, and the continuity of learning²⁰.

PROBLEMS TO BE ADDRESSED

1.14 The Project seeks to address the following specific problems:

- (a) **Reduced GOSL fiscal space to mitigate the adverse impacts of the COVID-19 pandemic.** The COVID-19 pandemic contributed to major economic and social disruptions, resulting in a decline in GOSL's revenues in the face of growing expenditure needs. Debt vulnerabilities rose and remain elevated even as general macroeconomic conditions have improved. Higher debt levels constrain fiscal space and Government's ability to sustain long-term health, economic and social stimulus programmes in response to the crisis.
- (b) **Loss of income and livelihoods for informal sector workers.** The COVID-19 restrictions led to a reduction in economic activity through business closures, shorter working hours, and income reduction for workers across sectors including *inter alia*, transportation, tourism, entertainment and the creative economy. The Saint Lucia HEAT Report (2020) outlined the adverse consequences for the economy, citizens' livelihoods, and displaced workers. It also highlighted the challenges confronting new labour market entrants.
- (c) **Significant liquidity constraints, debt accumulation and asset depreciation among small businesses.** The pandemic has severely disrupted business investments, continuity, and employee/job security in Saint Lucia, across all sectors. The pandemic adversely impacted Micro, Small and Medium-sized Enterprises (MSMEs), which account for approximately 76% of the business community, and generally contributed toward 90% of the jobs. As a result, some businesses have permanently closed their operations, whilst others are struggling to remain afloat. Consequently, many persons have lost their jobs and families are continually under pressure to satisfy their basic needs.
- (d) **Increased demands for access to basic needs among individuals and households under MOESJE's Public Assistance Programme (PAP).** The COVID-19 pandemic has increased vulnerability and caused major disruptions to the social sector, including education and social protection services. The significant increase in social assistance applications as well as the burgeoning waiting list for support across all categories of the expanded PAP including Children with Disabilities, continues to stretch the limited resources within the SPS. GOSL has stated that the COVID-19 crisis has pushed many into transient poverty and worsened the situation for the chronically poor.
- (e) **Challenges in safeguarding the continuity of learning and inclusion for the vulnerable as a result of COVID-19.** Pandemic-induced challenges that have disadvantaged learners in MOESJE-managed and SEN institutions and from economically disadvantaged households include:

²⁰ Distributed education refers to an instructional model that integrates various technologies to support teaching and learning that can happen independent of time and place. It is inclusive of distance education (e.g.: online, radio, take-home educational packets), and blended approaches to course delivery, which incorporate components of distance education with face-to-face instruction. Source: <https://www.qualityresearchinternational.com/glossary/distributededucation.htm>

- (i) **Insufficient Information and Communications Technology (ICT) to bridge the digital divide:** Notwithstanding GOSL's provision of approximately 7,500 devices for vulnerable students across basic education, reaching approximately 30% of students in mainstream schools, learners attending MOESJE-managed institutions and SEN institutions do not have access to sufficient devices to support teaching and learning. Device coverage is approximately 25% at MOESJE-managed institutions and 53% across all SEN institutions which is due in large part to the investments made through the CDB Education Quality Improvement Project (EQuIP)²¹. Notably, device coverage has not been equitable, with the reach to Dennergy Child Development and Vieux Fort Centres the lowest at approximately 31% and 34%, respectively. Available devices in MOESJE-managed institutions are not fit-for-purpose as tablets deployed lack keyboards and suitable word processing software, limiting participation in subjects like the CXC EDPM. Additionally, one (1) Centre - the New Beginning Transit Home-lacks a conducive space for technology-enhanced teaching and learning. Further, access to online learning is hampered for vulnerable households in need of appropriate devices, electricity and/or an internet connection to access online instruction²².
- (ii) **Inadequate pedagogy, pedagogical resources, and cyber-security to support distributed teaching and learning in MOESJE-managed and SEN institutions:** Teachers at MOESJE-managed and SEN institutions are ill-equipped with the skills and resources necessary to effectively facilitate student learning in a distributed educational ecosystem²³. No instructors in these institutions have benefitted from training in teaching-learning in a distributed environment. SEN institutions further lack adaptive software for the visually impaired and printing capacity to produce instructional packages that are central to home-based learning for SEN students during periods of school disruptions. Also, very little attention has been given to managing cyber-security considerations in SEN and MOESJE-managed institutions, which is critical given the particular behavioural, psychosocial, and/or cognitive vulnerabilities these students navigate.

CHALLENGES AND PROGRESS

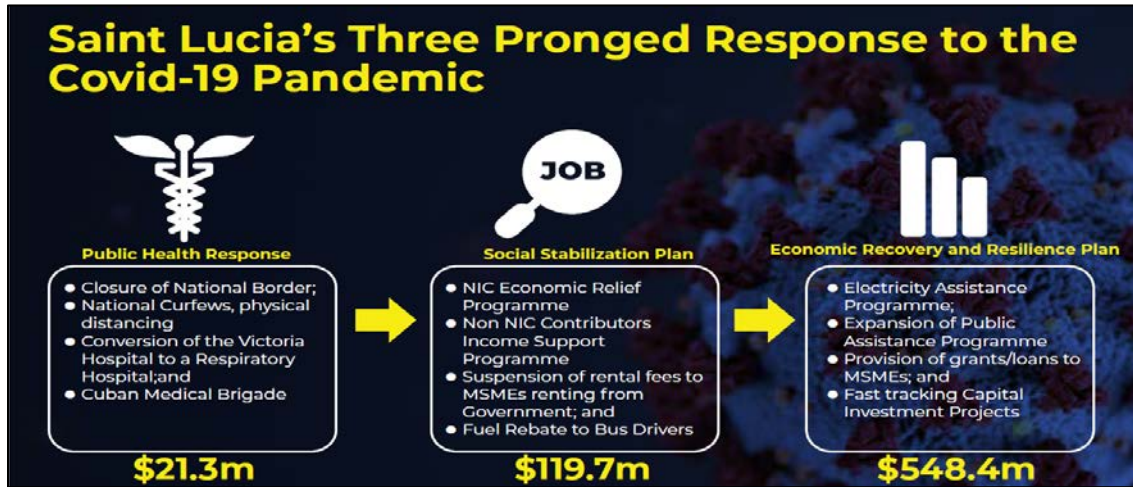
1.15 To mitigate the impact of COVID-19, GOSL has had to divert development resources to respond to the immediate and lingering challenges. The crisis increased the demand on GOSL to ensure timely availability of funds for critical areas of government provision, such as health and social protection, and to improve and develop systems for tracking, accounting, and reporting on the resources deployed for emergency response. In this regard, GOSL's strategic response to COVID-19 has been embedded in a three-pronged approach, informed by its MTDS, 2020-2023. The first prong focused on the immediate public response, while the second addressed stabilisation of the society, through the Social Stabilisation Plan. The third prong of the response strategy rested on the Economic Recovery and Resilience Plan (ERRP) 2020, which laid the groundwork for recovery and resilience-building to external shocks over the medium term (see Figure 1.1 for details of these actions).

²¹ Approximately 200 devices (laptops and tablets) have been deployed to all 6 SEN schools through EQuIP for staff and student use. There are seven (7) tablets available to students at UGCC and seven (7) laptops available for staff and student use at the Boys Training Centre on a first come first serve basis.

²² There are approximately 800 homes enrolled in PAP that have indicated a need for a teaching learning device and/ or internet connectivity.

²³ Key areas of pedagogical deficits include planning for student-centred instruction in a distributed environment (including gender responsiveness and special education needs), classroom management and support, and creative assessment in an online setting. Education management and leadership in a distributed setting has also been flagged as area for capacity building.

FIGURE 1.1: THREE-PRONGED RESPONSE TO THE COVID-19 PANDEMIC



Source: Saint Lucia's ERRP, 2020.

1.16 The investments aimed at strengthening social protection and building social resilience are aligned with the Key Results Areas of the MTDS. The three-pronged package of fiscal measures in the COVID-19 ERRP was estimated at a cost of \$689.4 mn (14.7% of GDP).

1.17 In response to the resource constraints that have jeopardised the continuity of learning for the vulnerable populations targeted, GOSL provided limited devices for youth in MOESJE-managed and SEN Institutions, along with take home learning packages for SEN students. Through the EQuIP Project, SEN teachers have also benefitted from capacity-building opportunities that supported teaching-learning during the pandemic²⁴. GOSL is also currently exploring a partnership with the Internet Service Provider FLOW, to extend internet connectivity to vulnerable households enrolled in PAP.

RATIONALE

1.18 The Project provides continued and expanded support for social protection programmes to reduce vulnerability and increase social resilience. The aim of such interventions is to increase the purchasing power of recipients to meet the basic needs of households and individuals and to strengthen the safety net to support population groups, disproportionately impacted by COVID-19.

1.19 **Cash transfers are important to social protection programmes and have multiplier effects on the local economy.** Cash can stimulate recovery by creating short-term income flows and increasing consumer purchasing power that support trade, rebuilds market linkages, increases access to goods and services, and supports local businesses, spurring recovery for the wider economy, not just the target households.

1.20 **New demands for greater access to social protection programmes, to meet basic needs of vulnerable and poor populations, despite the limited fiscal space of GOSL.** Saint Lucia's SPS, particularly the PAP has been under tremendous pressure to meet the expanding needs of the most vulnerable groups including those who have been recently thrust into poverty, due significantly to increased

²⁴ Through EQuIP, Special Needs Teachers have received capacity building in core and selected areas of special needs education. SEN teachers also provided individualised support to SEN parents/guardians of the students in their classes to support home-based learning.

unemployment and concomitantly, reduced incomes. It is therefore imperative to provide short-term support through cash transfers to vulnerable groups, including women and youth to sustain incomes, improve dignity, and meet their basic needs. In addition, as the pandemic continues to have disproportionate impacts on the homeless and indigent, efforts to enhance the feeding programme for this most vulnerable sub-population group is warranted. The Project is aligned with the objectives of Pillar 3 of the ERRP to Strengthen the country's SPS.

1.21 Addressing pandemic-exacerbated deficits in the education provision for underserved SEN learners and youth under the care and protection of the State is critical to supporting learning continuity, inclusion, and resilience for these vulnerable populations. Investments in digital assets, connectivity, and infrastructure will support hybrid approaches to teaching-learning and more equitable access to the same for underserved MOESJE-managed and SEN institutions and PAP households. Upgrading the pedagogical competence of instructors in these institutions to effectively support the distributed educational needs of the vulnerable learners served by these institutions is central to enhancing inclusion and resilience in these settings. Enhancing cyber-security awareness is necessary to make online engagement a safer, gender-sensitive activity for vulnerable students, staff and parents/guardians attached to these institutions, as well as to protect the investment in devices and applications.

1.22 In summary, the Project will address poverty, contribute to easing the economic and social disruptions, temper the pressure on the overburdened SPS, support the most vulnerable homeless and indigent sub-population, single parent households, children with disabilities, children in foster care, and PLHIV. It will also enable learning continuity of students, as well as at-risk youth whose needs are being met through state-funded institutions.

BANK'S EXPERIENCE AND LESSONS LEARNED

1.23 The Project is anchored on the longstanding engagement between CDB and GOSL, particularly during crisis periods. For example, in 2020, CDB approved two lending facilities aimed at assisting GOSL with meeting its social and economic imperatives. The first of two facilities, an Emergency Response Support Loan in the amount of \$10.7 mn assisted GOSL in meeting its Ordinary Capital Resources debt service obligations to CDB for the period October 1, 2020, to September 30, 2021. This assistance preserved fiscal space and allowed GOSL to redeploy resources for: (a) immediate, essential emergency COVID-19 pandemic related health expenditure; and (b) bolstering economic and social recovery. The second facility, an Exogenous Shock Response Policy-based Loan (PBL) provided budgetary support in the amount of \$30.0 mn to GOSL to underpin its response and recovery from the devastating impacts of COVID-19.

1.24 CDB has been an important social protection partner in Saint Lucia. Over the past 50 years, the Bank has provided significant financial investments and technical support in protective, preventive, and promotional social protection to prevent, mitigate and manage the risks and vulnerabilities faced by vulnerable population. CDB's flagship poverty reduction programme - the Basic Needs Trust Fund - exemplifies the various aspects of social protection by providing access to basic socio-economic infrastructure and social services. Several lessons have emerged from similar projects currently under implementation in Grenada and Saint Vincent and the Grenadines, which can be incorporated in the Project. Table 1.1 captures the lessons learned and applied in project design.

TABLE 1.1: LESSONS LEARNED AND APPLICATION IN PROJECT DESIGN

LESSONS LEARNED	APPLICATION IN PROJECT DESIGN
Loan financing provided to BMCs under crisis situations should not only be concessionary but should not unduly burden countries' fiscal, debt, and macroeconomic sustainability.	The concessionality of funding under the Project will contribute to reducing average cost of debt and lengthen the maturity profile of the country's debt portfolio.
In designing emergency response projects, emphasis must be placed on the adequacy and responsiveness of project management administrative and decision-making systems, in particular, procurement and contract management processes.	The Project is designed to fast-track implementation through provision of project management support through the Project Management Unit (PMU), specifically the recruitment of a competent Project Coordinator (PC) and a Social Safety Nets Specialist (SSNS) in conjunction with the establishment of a Project Steering Committee (PSC) to provide general oversight and reduce implementation bottlenecks. The procurement strategy also includes GOSL utilising the services of UNICEF or the Procurement Officer attached to MOE who will assist with the procurement of the education devices to minimise delays that may result from production and supply chain challenges.
Incorporate meaningful stakeholder engagement to secure ownership of projects from the inception/design stages and throughout the other stages of the project life cycle for long-term sustainability.	Consultations with relevant categories of males and females and relevant gender-related public sector organisations and Third Sector representatives (Non-Governmental/Community-Based Organisations) have taken place. Third sector representatives will be key participants in the Project Management Unit (PMU).

COORDINATION WITH OTHER MULTILATERALS AND/OR DONOR AGENCIES

1.25 The Project is aligned with the programmes/interventions of Saint Lucia's development partners. The International Monetary Fund (IMF) and the World Bank have provided support to Saint Lucia's COVID-19 response. In addition, alignment, and harmonisation with the work of other development partners including the Food and Agriculture Organization (FAO), UNDP, UNICEF, the World Food Programme (WFP), and the OECS Social Protection Technical Committee are important to leverage complementary investments for optimal impact. In general, CDB will continue to strengthen strategic alliances among donor agencies to avoid duplication of effort, mobilise additional resources, promote sustainability and ensure coordination of social protection interventions in Saint Lucia.

STRATEGIC ALIGNMENT

1.26 The Project is aligned with CDB's strategic frameworks, including: (a) Strategic Plan Update 2022-2024; (b) Social Protection Framework (2020); (c) Gender Equality Policy and Operational Strategy (2019); (d) Youth Policy and Operational Strategy (2020); (e) Disaster Management Strategy and Operational Guidelines (2021); (f) Education and Training Policy and Strategy (2017); and (g) Environmental and

Social Review Procedures (2015). The emphasis on equitable access to learning and enhancements in quality and relevance of teaching-learning aligns with the four strategic priorities of CARICOM's Human Resource Development (HRD) Strategy²⁵. Additionally, the Project's focus on and approach to enhancing teacher pedagogy in the distributed educational space draws on the strategic approaches to improve learning outcomes outlined in the CDB/CARICOM/OECS Learning Recovery and Enhancement Programme (Let's REAP). The Project will provide an invaluable platform for CDB to strategically support Saint Lucia in developing an integrated, socially-inclusive, adaptive, and gender and shock-responsive social protection system.

1.27 This Project is consistent with:

- (a) CDB's Strategic Objectives: (i) Building Social Resilience; and (ii) Building Production Resilience.
- (b) CDB's Corporate Priorities: (i) Strengthening social protection services; and (ii) Improving access to quality, inclusive and equitable education, and training.

1.28 This Project is expected to contribute to the following Sustainable Development Goals (SDGs) and the related targets relevant to the Caribbean and specific to SDG 1 (no poverty), SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work), and SDG 10 (reduced inequalities).

1.29 This Project integrates the following of CDB's cross-cutting themes:

- (a) Gender equality.
- (b) Digital transformation.
- (c) Good governance.

IMPACT, OUTCOMES AND COMPONENTS

Project Impact and Outcomes

1.30 **Impact and Outcomes:** The overall impact of the Project is to contribute to ensuring minimum levels of quality of life for vulnerable persons amid the crisis caused by COVID-19 as well as preserving human capital. The expected outcomes are: (a) basic needs and minimum income levels supported for those affected by the coronavirus in the immediate period and during the recovery; and (b) enhanced, secure and inclusive continuity of learning in the SEN sector. The Results Framework for the Project is at Appendix 1.1.

Project Components

1.31 **Component 1: Protection using existing cash transfer programmes (\$766,222).**

(a) **Sub-component 1.1: Horizontal expansion of the PAP Programme (USD666,667).**

This sub-component will support horizontal expansion of the PAP to finance temporary cash transfers to 900 households and 2,520 individuals, male and female single-headed households with children, unemployed youth, the elderly and women using MOESJE's PAP System. Under the PAP, XCD215-465 per month is provided to families in poverty

²⁵ The four strategic priorities for the CARICOM HRD 2030 Strategy are access, equity, quality, and relevance.

depending on the size, and determined through application of GOSL's Proxy Means Test (PMT) - Saint Lucia National Eligibility Test (SL-NET 3.0) initially for six months, before re-assessment and re-listing. CDB is satisfied with the Ministry's eligibility test. Under the Project, target beneficiaries will receive payment based on the established tiered payment structure with an average transfer rate of XCD375 per month for 6 months (XCD1,800,000 or \$666,667).

(a) **Sub-component 1.1: Vertical Expansion of the Child Disability Grant (CDG) Programme (\$45,333).**

This sub-component will finance temporary transfers to 102 CDGs wait list clients. The sub-component will be administered by MOESJE and provide payments of XCD200 per month for 6 months (XCD122,400 or \$45,333).

(b) **Sub-component 1.2: Vertical Expansion of the PLHIV Programme (\$19,555).**

This sub-component will finance temporary transfers through vertical expansion of the PAP and top-up of the transfer value (XCD100) to 88 PLHIV beneficiaries from XCD100 to XCD200 for 6 months (XCD52,800 or \$19,555).

(c) **Sub-component 1.3: Vertical Expansion of the Foster Care Programme (\$34,666).**

This sub-component will finance temporary transfers through vertical expansion of the Foster Care Programme with top-up of transfer value (XCD100) to 156 foster carers from XCD300 to XCD400 for 6 months (XCD93,600 or \$34,667).

1.32 Component 2: Protection for the vulnerable population not on the rosters of transfer programmes, working in the informal sector (\$3,179,148).

(a) **Sub-component 2.1: Income-support through cash transfers to displaced informal sector workers**

This sub-component will finance the third edition of the Income-Support Programme (ISP3.0) to benefit 4,900 households/persons from the informal sector not covered by existing transfers or cash transfers including *inter alia* those in the creative industry; beach, arts and crafts and dry good vendors; tour guides, cruise personnel, and taxi operators. This support will follow a cycle of cash transfers valued at XCD500 per month for 3 months (XCD7,350,000 or \$2,722,222).

(b) **Sub-component 2.2: Income-support for minibus and bar owners. (\$438,407).**

This sub-component includes one-time cash transfer payments to 1,289 minibus permit holders of XCD800 each; and 305 licensed bar owners of XCD500 each, representing income-support for livelihood lost, due to imposed COVID-19 restrictions (XCD1,183,700, or \$438,407).

(c) **Sub-component 2.3: Support to the Feeding Programme for the Homeless and Indigent (\$18,519).**

This sub-component will finance the Expansion of the Feeding Programme for the Homeless and Indigent for approximately 100 beneficiaries in the form of financial resources for the purchase of food items which will be prepared and distributed by volunteers (XCD50,000 or \$18,519). See Appendix 1.2 for further details of the project components and eligibility criteria.

1.33 **Component 3: Support for learning continuity in vulnerable populations. (XCD 2,193,642 or \$812,460).** This component will finance actions that enhance capacity for inclusive, high quality, and secure distributed teaching-learning:

- (a) **Sub-component 3.1: Goods (XCD547,742 or \$202,867):** Financing will facilitate the purchase of 133 devices for the 4 MOESJE institutions and 108 devices for the View Fort and Dennerly Child Development Centres, catering for 68% and 100% of students in MOE and MOESJE-managed institutions, respectively, and 100% of teachers across all institutions²⁶. Five (5) interactive screens to support technology-enhanced teaching and learning in classrooms will be procured for MOESJE and MOE-managed SEN institutions and 11 desktops will be procured for the Learning Resource Centre (LRC) to be established at the New Beginnings Transit Home. Two (2) photocopying machines, six (6) projectors, and software to assist the visually impaired will be procured to support teaching-learning in MOE-managed SEN institutions, along with two-way radio sets to improve communication and emergency broadcasting. Additionally, 500 devices will be provided for learners in vulnerable households benefitting from the PAP, following a needs assessment to be conducted with IDB financing separate from this line of credit²⁷. A Draft Terms of Reference (TOR) for the ICT needs assessment is included in Appendix 1.3.
- (b) **Sub-component 3.2: Minor Works (XCD67,500 or \$25,000).** This sub-component includes design services and refurbishing an underutilised space at the New Beginnings Transit Home to establish a technology enabled LRC. Refurbishments will include installation of air-conditioning systems and electrical fittings and furniture for the space.
- (c) **Sub-component 3.3: Capacity-Building (XCD39,150 or \$14,500).** This sub-component will provide 30 teachers across MOESJE-managed and SEN institutions access to training that provides gender and SEN-responsive pedagogical and cybersecurity competencies that are required to support the continuity of learning and safety in the distributed environment for the vulnerable populations served at these institutions. A Draft TOR is attached at Appendix 1.4.
- (d) **Sub-component 3.4: Institutional Strengthening (XCD22,950 or \$8,500).** This sub-component will support the development of a gender and SEN-responsive cybersecurity

²⁶ Because the capacity of each institution exceeds current enrolment and considering further that enrolment is likely to increase during the life-span of the Project, device coverage for students is being provided for at 150% of current enrollment figures as a contingency for expected enrolment growth. Devices are being provided for 100% of teachers and 50% of teaching support staff (i.e.: educators and guidance counselors)

²⁷ With IDB financing, separate from this line of credit, a consultant will be identified to: (a) conduct a needs assessment to verify the vulnerable homes most in need of devices based on an existing list prepared by social welfare officers; and (b) develop a monitoring tool to manage the implementation of device deployment. A Draft TOR is shown in Appendix 1.4.

toolkit and sensitisation training for teachers, students, and parents/guardians, of SEN and MOESJE-managed institutions. The toolkit and training will strengthen capacity of MOESJE and SEN institutions to empower teachers, students, and households to remain protected in the virtual teaching-learning space and to manage the security considerations for the investment in ICT teaching-learning resources.²⁸ Development of the toolkit and sensitisation for teachers is included in the Draft TOR attached at Appendix 1.4.

- (e) **Sub-component 3.5: Support to the Education Access Programme (XCD1,516,300 or \$561,593).** This sub-component will provide a refund to GOSL for financing provided to support education continuity in the form of school supplies, transportation, nutrition, etc. for school-aged children affected by COVID-19.

1.34 **Component 4: Project Management (XCD318,600 or \$118,000).** Project Management – including the engagement of the PC and SSNS, Media Campaign, Monitoring and Reporting of Project activities. An end-of-project financial audit is also to be conducted.

Sub-component: Gender-Responsive and Socially Inclusive Media Campaign (\$10,000)

1.35 A clear gender-responsive and socially inclusive communications strategy/sensitisation campaign will be designed to reach, inform, and engage the diverse women, men, girls and boys and relevant organisations to create necessary awareness about the Project. The campaign will, *inter alia*, communicate the temporary nature of the Project, considering the country’s linguistic and cultural diversity, to ensure that every beneficiary household can fully understand the purpose and scope of the intervention. To this end, messages will be delivered in English and Creole. The media campaign will provide information on all project components. It will inform that social assistance transfers will be delivered through existing channels, prioritising the use of bank/credit union accounts for financial inclusion. The media campaign will highlight how the social protection measures are targeted, consider how the pandemic affects particular vulnerable groups and how the programmes minimise the barriers to increase their participation and equitable access to benefits. Information will be shared on digital payment orders or other mechanisms to be used that do not require the beneficiary to have access to bank services or to open an account remotely, where allowed by law. Equally, the population will be informed about the project’s support to education continuity, so intended beneficiaries would be aware of the various modalities to access support. The communications strategy and sensitisation campaign will encourage beneficiaries to adhere to established COVID-19 protocols when required to be physically present to participate in and/or access benefits under the various project components.

KEY RESULTS INDICATORS

1.36 **Expected Impact and Outcomes:** The expected impact of the Project is to contribute to ensuring minimum levels of quality of life for vulnerable persons amid the crisis caused by COVID-19 as well as preserving human capital. The main outcomes are: (a) support provided through cash transfers to persons vulnerable to the effects of COVID-19, including both beneficiaries of transfer programmes in the country’s SPS who do not receive regular support, and CDG waiting list clients whose vulnerability has increased in the current context; and (b) enhanced, secure and inclusive continuity of learning in the SEN sector. The key monitoring indicators focus on household beneficiaries receiving temporary cash transfers, the provision of ICT devices and supporting digital infrastructure to MOESJE- managed SEN institutions,

²⁸ A similar tool kit is being developed for an IDB/CDB COVID-19 response line of credit in St. Kitts and Nevis; it is expected that this toolkit will be tailored to respond to cybersecurity considerations that may be particular to the vulnerable populations served by the MOESJE-managed and SEN institutions.

along with vulnerable homes in PAP, an increase in teachers certified in effective gender and SEN-responsive pedagogy for distributed teaching and learning, and adoption of cyber-security good practices by stakeholders.

Economic Analysis

1.37 The evaluation of the Project is based on a comparative analysis of the benefit and cost streams “with” and “without” the project respectively. The “with” Project assumes that the interventions mentioned above are made to provide cash transfers and income-support to vulnerable persons. These interventions are expected to provide economic benefits to households and individuals during the period, and contribute to ensuring minimum levels of quality of life for vulnerable persons amid the crisis caused by COVID-19. Income compensation to persons within the informal sector amid the COVID-19 crisis will help families maintain minimum levels of wellbeing while complying with government imposed measures and health protocols. Finally, the provision of devices and training will support learning continuity among vulnerable populations and during future lockdowns and periods of disruption, ensuring that the disruption to the school year does not affect dropout rates, student learning, or the transition of graduating students into the job market. The “with” Project scenario was compared to a “do nothing” case where no social protection or learning continuity interventions are made. The quantified economic benefits of this Project are related to: (a) the increase in spending capacity of vulnerable households and working population whose ability to work has been negatively affected by the COVID-19 pandemic; and (b) the multiplicative effect of this spending in the economy. A Benefit-Cost Ratio (BCR) was used to summarise the overall relationship between the relative cost and benefits of the Project and its likely economic outcome. The viability of the Project will be informed by its likelihood of generating a BCR greater than 1.0. Based on the foregoing, a cost-benefit analysis was conducted in which a BCR of 1.14 is estimated, suggesting that the set of proposed actions are expected to deliver positive economic benefits. Further details and assumptions to the Economic Analysis can be found at Appendix 1.5.

1.38 **Other benefits not quantified:** Notwithstanding the BCR noted above, there are significant additional qualitative benefits associated with these transfers as follows:

- (a) **Health benefits:** Further, these transfers allow households to implement health measures that mitigate the negative impacts of COVID-19, including the purchase of masks and sanitary items, medication and medical services, particularly for the elderly and those with non-communicable diseases.
- (b) **Economic activity:** The proposed transfers facilitate a minimum level of economic activity, thereby avoiding additional job losses and closure of small and medium-sized enterprises which are particularly vulnerable to fluctuations in economic conditions.
- (c) **Support for learning continuity:** This Project will improve the continuity of learning for students through the provision of devices, software, capacity-building, and institutional strengthening for teaching-learning. Potential negative impacts of learning losses on human capital will therefore be mitigated as the students with special needs, including those in state residential and/or rehabilitation centres, can better access quality education via remote learning, decreasing the likelihood of being left behind. This is aligned with SDG 4 which aims to ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all. While it is difficult to determine the long-term impact of the pandemic and the consequent interrupted learning on education and the economy, preliminary research suggests significant linkages between sustained learning

losses, learning outcomes and skills development, and the impact on earning potential and economic development²⁹.

2. **FINANCING STRUCTURE AND MAIN RISKS**

FINANCING INSTRUMENTS

2.01 On December 21, 2020, CDB and IDB signed a Loan Agreement for a loan to CDB of up to fifty million United States dollars (\$50 mn) (IDB COVID-19 Relief Resources) to support projects in response to the COVID-19 Pandemic in Member States of the OECS. This operation is a specific investment project for a total amount of five million, four hundred and fourteen thousand United States dollars (\$5,414,000) and will be financed with resources from CDB and GOSL. The proposed Project will be financed by:

- (a) a loan to GOSL of an amount not exceeding the equivalent of five million, two hundred and seventeen thousand United States dollars (\$5.217 mn) (the Loan) from CDB's SFR allocated from the IDB COVID-19 Relief Resources, which will be repayable over a period of 23 years, including a 3-year grace period at a variable, convertible³⁰ rate of 4.39% p.a. The Loan will finance 96% of total Project cost and will finance transfers to persons and vulnerable populations affected by the Coronavirus, to support education continuity, and project management costs; and
- (b) counterpart funding from GOSL of an amount not less than five hundred and -thirty-two thousand Eastern Caribbean dollars (XCD532,000) (equivalent to approximately \$197,000), representing 4% of project costs. This will be used to support educational continuity, finance charges, auditing services and other project management costs.

2.02 **Financing Structure and Cost:** Transfer programme estimates were provided by MOESJE. Estimates for training and devices are based on quotations compiled by MOE. Physical contingencies of 8% were applied to all components. Price contingencies of 2.8% p.a. were applied to costs based on IMF estimates. CDB staff have reviewed the costs and contingencies and are satisfied with their adequacy to meet this Project's objectives. The disbursement period will be 8 months. A summary of the Project Cost, Phasing and Financing Plan is shown in Table 2.1.

²⁹ <https://www.oecd.org/education/The-economic-impacts-of-coronavirus-covid-19-learning-losses.pdf>

³⁰ Subject to market availability and operational considerations, GOSL may request that CDB convert the applicable interest rate outstanding on the Loan from a variable rate to a fixed rate, in accordance with the terms and conditions set out in Section 5 (Terms and Conditions) below.

TABLE 2.1: PROJECT COST, PHASING AND FINANCING PLAN

USD'000

*Item	CDB SFR-IDB Line of Credit	CDB		GOSL Counterpart	Total
			Total		
Component 1: Protection using existing cash transfer programmes.	766		766	-	766
Component 2: Protection for the vulnerable population not on the rosters of transfer programmes working in the informal sector.	3,179		3,179	-	3,179
Component 3: Support for educational continuity in vulnerable populations.	789		789	23 ³¹	812
Component 4: Administration Costs: Project Management, audit, and other administrative costs	88		88	30	118
Total Base Cost	4,822		4,822	53	4,875
Physical ³² Contingencies	307		307	-	307
Sub-Total	5,129		5,129	53	5,182
Price ³³ Contingencies	88		88	-	88
Sub-Total	5,217		5,217	53	5,270
IDI (if applicable)	-		-	144	144
Total Project Cost	5,217		5,217	197	5,414
Local Dollar Equivalent	14,086		14,086	532	14,618
Percentage Allocation	96%		96%	4%	100%

RETROACTIVE FINANCING

2.03 CDB Board Paper BD 121/20 for the IDB COVID-19 Relief Resources permits up to 50% retroactive financing for expenses incurred from March 11, 2020 and within the time limits permitted under prevailing lending policies of CDB. GOSL has requested 21% (amounting to \$1,000,000) of the approved financing to be applied retroactively, to Components 2 and 3 and this is reflected in the disbursement schedule.

³¹ This figure comprises \$15,000 from separate IDB resources, for the Needs Assessment for PAP Households, \$3,000 for pedagogy and cyber-security toolkit, and \$5,000 for design and supervision services for the LRC at the New Beginnings Transit Home.

³² Physical Contingencies: 8% on Components 1-4.

³³ Price Contingencies: 2.8%, based on IMF estimates.

ENVIRONMENTAL AND SOCIAL SAFEGUARDS AND RISKS

Social and Gender Impact Assessment

2.04 The Project will provide relief to vulnerable groups in Saint Lucia. The relief which will cushion the impacts of the ongoing crisis is intended to empower beneficiaries by increasing their access to cash which can strengthen their sense of self-efficacy and dignity, improve psychological wellbeing. It will also improve financial inclusion through access to transfers made through the banking system. In addition, the Project will contribute to improved and more equitable learning continuity, as well as improved nutrition as means to alleviating extreme poverty and vulnerability.

2.05 The Project targets PAP clients who are disproportionately impacted by the ongoing COVID-19 crisis including 900 households and 2,520 individuals, male and female female-headed households with children, unemployed youth, PWDs, the elderly, and women, 88 PLHIV, 156 foster carers, 102 CDG waiting list clients as well as 100 homeless and indigent beneficiaries, who will receive a hot meal on Sundays. These resources are critical in assisting clients to meet their basic needs by addressing the multidimensional nature of extreme poverty. Beneficiaries will be targeted, and eligibility determined through application of the SL-NET 3.0 – proxy means test, with monthly cash payments made, in alignment to the number of persons and level of dependency in the household. Given the estimated child poverty rate of 34.5% compared to 21% of the adult population, scaling-up social assistance through cash transfers will also be targeted at poor single mothers³⁴ as a means to reduce child poverty. A significant number of informal sector workers (bread winners) in the tourism, creative economy, and entertainment sector remain unemployed due to the prolonged nature of the pandemic. The Project will assist these vulnerable households through a third cycle of the established ISP that will support 4,900 beneficiaries, intended to strengthen their coping capacity.

2.06 There has been meaningful dialogue, engagement, and consultations with a diverse range of stakeholders. The Project promotes gender equality and social inclusion and considers the practical and socio-cultural barriers that prevent vulnerable groups from participating in social protection programmes. These barriers include child-care demands, time poverty, illiteracy, limited access to information, and stigma. Through the implementation of a communications strategy and a sensitisation campaign, the Project will seek to address these barriers, especially access to information about the intervention.

2.07 The Project will also have a positive impact on the most vulnerable learners within education sector given its emphasis on social inclusion as well as the continuity of learning for SEN learners and those in MOESJE-managed rehabilitative and/or residential care centres. Specifically, the provision of devices for students in rehabilitative and/or residential care centres, SEN institutions, and the most vulnerable PAP households will increase equitable access to remote instruction. In this regard, 500 students from the most vulnerable PAP households will be identified through an IDB-supported Needs Assessment consultancy that will develop a database and monitoring tool for deploying ICTs for eligible students. These students will access internet through the provision of FLOW bundles. GOSL is at an advanced stage of concluding the sponsorship agreement with FLOW for the provision of the bundles. It shall be a condition precedent to disbursement in respect of Component 3 that the Needs Assessment Consultant has been engaged, and GOSL provides evidence that the arrangement with FLOW has been entered into that will ensure that eligible students will benefit under the Project. Further pedagogical capacity-building for teachers, and institutional strengthening regarding cybersecurity risks, will facilitate inclusive, secure, and quality distributed teaching-learning with is critical to promoting and sustaining resiliency with the sectors.

³⁴ HEAT Report (2020:23).

2.08 Project beneficiaries will be selected using a transparent and empirically verifiable methodology in the form of a well targeted and operational means testing mechanism. The Project is gender mainstreamed and the assessment is shown in the Gender Marker Score in Table 2.2 below. The Gender Marker Analysis and Gender Action Plan are shown in Appendices 2.1 and 2.2, respectively.

TABLE 2.2: GENDER MARKER SCORE

Analysis	Design	Implementation	Monitoring & Evaluation	Score	Code
1.0	0.5	0.5	1.0	3.0	GM

Environmental Assessment

2.09 The Project’s activities have little potential for adverse environmental impacts as its core activities, exclude civil works. Project activities include income-support, cash transfers, feeding programmes, and learning continuity support.

2.10 The learning continuity component of the Project will involve the procurement of 722 electronic devices³⁵ which at the end of their useful life will generate small amounts of e-waste. These electronic devices would need to be properly disposed in order to prevent or minimise adverse environmental impacts. Through on-going monitoring, the MOE in collaboration with the Saint Lucia Solid Waste Management Authority (SLSWMA)³⁶ will ensure that electronic devices are: (a) properly managed during use and storage, and (b) disposed of in an environmentally sound manner at their end-of-life.

2.11 The proper care and use of ICT equipment by both teachers and students is critical to the functioning of the equipment. It shall be a condition of the Loan that GOSL, through MOE, and SLSWMA provides orientation sessions to students, parents/guardians and teachers on the proper use and storage of the ICT equipment and ensure that electronic devices are disposed of in an environmentally sound manner at their end-of-life.

FIDUCIARY RISKS

2.12 The assessment considers fiduciary risk as medium-low. A detailed fiduciary risk assessment was not conducted by the CDB team. However, a recent country Fiduciary Report issued by the World Bank concluded that, for the most part, existing arrangements within GOSL systems could be used for investment financing projects. Recommendations for enhancement of efficiency and effectiveness include the implementation of the control and asset management systems modules of SmartStream³⁷, the revival of the Public Accounts Committee, the enhancement of national public procurement procedures, and strengthening of public participation in the budgeting process.

³⁵ See Appendix 1.2 for details.

³⁶ The Waste Management Act establishes the SLSWMA as the agency responsible for the provision of coordinated and integrated systems to collect, treat, recycle and dispose of solid waste, including hazardous waste, as well as manage sanitary landfills throughout Saint Lucia.

³⁷ The Accountant General’s Office currently use SmartStream Version 8 for its Integrated Financial Management and Accounting System.

2.13 There are adequate processes and systems through SmartStream for financial management of this Project. All spending under the Project will be tracked within this system to facilitate auditing by the Audit Department and ensure full transparency in the use of all funds received. These arrangements are acceptable to CDB.

2.14 CDB also considered its experience with the implementing agency, MOESJE, in the execution of Bank-financed projects, as well as the Ministry of Finance, Economic Planning and Information Technology's (MOF) knowledge of the national fiduciary systems, and procurement management. Additionally, the assessment also takes note of the financial management safeguards to be considered under the Project. The key safeguards are outlined below:

- (a) **Programming and Budget:** Pursuant to the Public Finance Management Act (No. 14 of 2020), estimates of expenditure require approval by Parliament, to provide for the issue of funds from the Consolidated Fund (CF) to implementing agencies.
- (b) **Treasury and Disbursement Management:** Although there is no single Treasury Account, the CF functions as such. A programme approach is used for the funding of initiatives, with access made available to ministries/implementing agencies in accordance with approved budget project allocations. Payments for this Project will be made from the CF. However, if the advance method of loan drawdown is used, project specific reports would be generated on funds received and expended under this intervention. The Ministry will draw down from its project allocation within the CF Account and this account will be reimbursed, periodically, upon the approval of CDB of the justification of the Advance of Funds (AOF). The AOF when used, will be based on the true liquidity needs of the Project for a period not exceeding six months.
- (c) **External control:** GOSL has indicated its intention to engage the Director of Audit (DOA) to conduct the project audit. This will therefore be financed from counterpart resources. The Office of the DOA is responsible for both central Government and extrabudgetary units. The Office conducts all forms of audits including compliance, financial and performance audits and has a dedicated team for performance audits. The Office of the DOA is an independent constitutional office, that reports to Parliament. In carrying out its work, the Office of the DOA is guided by the International Organization of Supreme Audit Institutions (INTOSAI) standards. The Office may seek guidance from other professional bodies and audit-related best practices around the world. The project audit will be conducted in accordance with Special Purpose Frameworks, a copy of which is attached at Appendix 2.3 – Draft TOR: External Audit.
- (d) **Project Financial Supervision:** The policies and guidelines applicable to the operation of the cash transfer programmes will be carried out in accordance with the eligibility criteria established by MOESJE, the eligibility criteria are acceptable to CDB. It will be a condition of the Loan that regular reports on the receipt of funds into the CF will be submitted to ensure: (a) that onward transfer of funds to the implementing Ministry occurs on a timely basis for efficient project implementation; and (b) that funds disbursed by the Bank are used only for project-eligible expenses. AOF disbursements will be reviewed on an ex-post-basis and in accordance with the Bank's policies and procedures.

OTHER KEY RISKS AND ISSUES

2.15 **Summary of Risks:** The Project seeks to mitigate a number of risks, including financial risks, institutional capacity for addressing implementation fragmentation of social protection programmes; and the political environment. A summary of the aforementioned risks can be seen in Appendix 2.4 in the Summary of Risk Assessment and Mitigation Measures.

SUSTAINABILITY

2.16 GOSL's commitment to the social protection programmes and the continuity of learning assumes even greater importance in the face of COVID-19, and will be sustained over the short, medium, and long term. GOSL continues to embrace strategies and programmes to meet the divergent and multi-faceted needs of the informal and formal sector, households, and vulnerable sub-populations outlined in the ERRP and also contributes to human and social capital development through education sector enhancements. GOSL promotes strategic alignment and harmonisation with the work of other development partners and Third Sector entities including National Community Foundation, National Council of and for Persons with Disabilities (NCPWD), National Youth Council, and a range of faith-based and community-based organisations to leverage complementary investments for optimal impact. At the sub-regional level, the OECS Economic Union presents unique opportunities for developing a rules-based system to guide and determine the level of provisioning among member states. Moreover, CDB will continue to foster meaningful engagement with GOSL to avoid duplication of efforts, mobilise additional resources, promote sustainability and ensure coordination of social protection interventions.

3. IMPLEMENTATION AND MANAGEMENT

BORROWER

3.01 The Borrower is GOSL. The power of GOSL to borrow from CDB is provided for by the Loans (Caribbean Development Bank) Act 1972, as amended (the Act), to the extent it has been impliedly amended by the Finance (Administration Act) 1997, as amended (the Financial Administration Act). For the purpose of, inter alia, financing capital and recurrent expenditure of GOSL, under Section 39 (1) of the Financial Administration Act, the Minister responsible for Finance (the Minister) may, by resolution of Parliament, borrow from any bank or other financial institution. The Minister may authorise another person to sign the Loan Agreement or Guarantee Agreement made pursuant to the said Section. A similar power to borrow to finance general development in Saint Lucia is given to GOSL under Section 3(1) of the Act.

3.02 Any agreement between GOSL and CDB in respect of sums borrowed from CDB pursuant to the power conferred by the Act shall be applied and appropriated to the purposes for which they were borrowed as specified in the agreement, provided that where any part of such sums cannot be applied to the said purpose such part may be applied to such other purpose as may be approved by the Minister and CDB. Any such agreement must be made in the name of Saint Lucia, and may be signed on behalf of Saint Lucia by the Minister or any other person authorised in writing by him. A copy of any such agreement shall be laid before Saint Lucia's House of Assembly as soon as practicable after it has been executed.

3.03 GOSL can issue bonds, promissory notes, or other instruments in such terms as may be necessary for the purpose of giving effect to the terms of any agreement which may be entered into with CDB pursuant to the powers conferred by Section 3 (1) of the Act. Any such bonds, promissory notes or other instruments may be signed on behalf of GOSL by the Minister or any other person authorised in writing by the Minister.

3.04 All sums borrowed by GOSL, on behalf of Saint Lucia, pursuant to Section 3 of the Act, and all interests and other charges payable on such sums, are charged on and payable out of the Consolidated Revenue Fund and assets of Saint Lucia.

PROJECT MANAGEMENT

3.05 GOSL will implement the Project through a PMU located within MOESJE. The PMU will consist of a dedicated PC, and SNSS, and an officer assigned by MOE with responsibility for the continuity of learning component. MOESJE will implement Components 1 and 2 (cash transfers) and Component 4 through the PMU. Since Component 3 supports learning continuity in vulnerable populations, MOESJE will implement Component 3 through PMU in collaboration with MOE. Existing staff within MOESJE and MOE shall oversee the environment and social safeguards, and monitoring and evaluation (M&E), and provide administrative and accounting support. The Procurement Officer within MOE will be assigned to support procurement services for the continuity of learning component. The assignment of the Procurement Officer and the officer assigned by MOE with responsibility for the continuity of learning component will be conditions precedent to disbursement in respect of Component 3. GOSL shall engage a PC who shall report to the Permanent Secretary (PS), MOESJE, and shall be responsible for the day-to-day management and technical oversight of all project-related activities. An organigramme of the project management arrangements is attached at Appendix 3.1. The PC shall be accountable for ensuring that a gender lens is applied to all interventions and gender differentials are included in project reports. It shall be a condition precedent to disbursement of the Loan with respect to Components 1, 2 and 3 that the PMU is established and PC and SNSS are engaged by GOSL. The PC and a SSNS shall be funded under the Project. The draft TOR for the SSNS is at Appendix 3.2 and the duties and responsibilities of the PC are at Appendix 3.3.

3.06 A multi-sectoral PSC shall be established to provide oversight of the Project and shall, *inter alia*, have responsibility for resolving inter-agency coordination issues arising during implementation. The PSC will be chaired by PS, MOESJE. The PSC will comprise a PC and at least one representative from each of the following: MOESJE, MOF, MOE, NCPWD and a Director from at least one of MOESJE -managed SEN Centres and one from MOE-managed SEN schools benefitting under the Project. The PSC shall meet at least once per month or as frequently as necessary to assist decision-making during the lifetime of the Project. It shall be a condition precedent to first disbursement of the Loan that a PSC be established. The composition and functions of the PSC are at Appendix 3.3.

INTERAGENCY COORDINATION

3.07 The MOESJE and MOE, responsible for the management of the Project, will follow standard government protocols and guidelines for the implementation of official development assistance projects. As needed, MOESJE through the PS, or PSC mechanism, will seek guidance and support from other government ministries or agencies, including the MOE, MOF, NCPWD, and other Third Sector entities that can support project implementation. Implementation risks will also be partly mitigated through continuous stakeholder and interagency consultation, for raising and addressing issues and grievances.

IMPLEMENTATION

3.08 The Project will be implemented over a 12-month period, commencing September 15, 2022, and ending August 15, 2023. The proposed Project Implementation Schedule is presented in Appendix 3.4. CDB will provide implementation support over the life of the Project. Support will include: (a) reviewing implementation progress and the achievement of project outcomes; (b) gender-responsive and socially-inclusive communications strategy and sensitisation campaign; (c) providing procurement advice; and

(d) monitoring changes in risks and compliance with legal agreements as needed. CDB's Social and Gender team assigned to the Project shall provide gender equality and social inclusion training to the PC, as needed, to ensure the critical cross-cutting themes are mainstreamed during implementation to support the achievement of project objectives.

DISBURSEMENT

3.09 Disbursement will be in accordance with the Disbursement Guidelines for CDB-Financed Projects (January 2019). It is expected that the first disbursement from the Loan will be made by December 31, 2022. The Loan is expected to be fully disbursed by August 15, 2023. These arrangements are acceptable to CDB. The Projected Disbursement Schedule is provided at Appendix 3.5.

3.10 The Loan resources may only be used to finance expenditures that are incurred in accordance with the provisions of the Operating Regulations established under the IDB Loan Contract and cannot be used to finance sub-projects or sub-companies involved in the production, trade, or use of the products, substances or activities on the Exclusion List set out at Appendix 3.6. To this end, expenditures being financed by the proceeds of the Loan shall be certified by the SSNS for this purpose.

PROCUREMENT

3.11 Procurement will be in accordance with the Procurement Policy for Projects Financed by CDB (November 2019) and the Procurement Procedures for Projects Financed by CDB (January 2021), except that, in accordance with the IDB-CDB agreement for the Loan Facility, procurement eligibility shall be extended to IDB Member Countries, which are not CDB Member Countries. Further details of the procurement arrangements are provided in the Procurement Plan at Appendix 3.7.

SUMMARY OF ARRANGEMENTS FOR MONITORING AND REPORTING

3.12 **Monitoring and Evaluation:** Project M&E will be guided by the Results Framework (RF) at Appendix 1.1. This Framework specifies the indicators to be monitored, their baseline and target values, frequency of monitoring, sources of data, and instruments through which data will be collected. MOESJE, in collaboration with MOE have been identified to provide M&E support to the Project. In addition, the PC, with the assistance of the SSNS will have overall responsibility for the monitoring of project outputs and will be required to prepare and submit management and project monitoring reports. The PSC comprising key stakeholder ministries and agencies will also enhance the focus on measuring the social protection outcomes of the Project. The Project results will be monitored and evaluated periodically (bi-monthly) during project implementation to ensure the Project effectively achieves the stated outcomes by each of the coordinating agencies and MOF.

3.13 **Reports:** It will be a condition of the Loan that GOSL shall furnish, or cause to be furnished, to CDB, the reports listed in Appendix 3.8 in such form or forms as CDB may require, not later than the times specified, therein. GOSL shall also furnish or cause to be furnished to CDB semi-annual progress reports, which will be prepared by GOSL in accordance with the OR and submitted to CDB within sixty (60) days of the end of each calendar semester during Project execution. The reports must include: (a) the status of execution of the Program activities, their outcomes and direct effects as they are carried out, any problems in Program execution and/or any risks identified, and the actions proposed to mitigate them; as well as; (b) achievement of results and goals exactly as established in the Results Matrix; and (c) reports evaluating compliance with environmental and social policies which must reflect the degree of compliance with the applicable social and environmental requirements.

4. **PERFORMANCE ASSESSMENT OF PROJECT**

4.01 The composite performance rating based on CDB's Performance Assessment System (PAS) has been estimated as satisfactory, which suggests that the Project is likely to achieve its outcomes and that project performance is expected to be of an acceptable standard. The details of PAS are presented in the Table 4.1 below.

TABLE 4.1: PERFORMANCE ASSESSMENT SYSTEM

Criteria	Score	Justification
Relevance	4	<p>The Project will help Saint Lucia's most vulnerable groups to maintain minimum levels of quality of life amid the challenges brought about by the COVID-19 Pandemic. This Project is accorded high priority by GOSL and projected to have multiplier effects on the local economy, including enabling Saint Lucians to purchase food and other items locally, and strengthen local markets, as well as provide nutritional support to homeless and indigent sub-population.</p> <p>It is also consistent with CDB's Strategic Objective of fostering inclusive and sustainable growth and development. The Project is intricately aligned with its other strategic frameworks, including: (a) Strategic Plan 2021-2024; (b) Gender Equality Policy and Operational Strategy (2019); (c) Youth Policy and Operational Strategy (2020); (d) Disaster Management Strategy and Operational Guidelines (2020); (e) Education and Training Policy and Strategy (2017); and (f) Environmental and Social Review Procedures (2015).</p>
Effectiveness	3	<p>Project effectiveness will be assured using a transparent and objective methodology to select project beneficiaries. This will involve the use of empirically verifiable selection criteria utilised by current programmes and relevant to meet the prevailing socio-economic vulnerabilities and adverse impacts of the COVID-19 pandemic. The eligibility criteria are adequate to address the issues of social and gender equity, inclusion and exclusion errors, discrimination, abuse and reducing the consequences and adverse impacts of the pandemic on the targeted population. Additionally, the continuity of learning sub-component utilises device specifications already defined by the MOE and capacity building as well as institutional strengthening activities are built upon similar programme developed for other lines of credit.</p>

Criteria	Score	Justification
Efficiency	3	The efficiency of the Project as defined by its “cost-transfer ratio” is at a favourable level estimated as the ratio of all non-transfer costs, such as administrative, targeting, and transfer fees, to the total value of the money cash transfers. This level of efficiency compares extremely well with unconditional cash transfer programmes that reached more households and uses community-based targeting. The economic analysis also generated an overall BCR of 1.14. The BCR is greater than 1.0 and is sufficient to attest to the economic viability of this investment.
Sustainability	3	The Project has been designed to facilitate inclusive development and strengthen Saint Lucia’s deliberate actions to enhance shock-responsive and protective interventions. It includes capacity-building in effective pedagogy for distributed teaching and learning as well as enhancing cybersecurity awareness of project stakeholders contributes to the adoption of institutional practices and policies that support the continuity of learning downstream. In addition, the Project includes built in mechanisms for appropriate alignment and harmonisation with the work of other development partners and Third Sector Organisations as a means of leveraging complementary investments to optimise project impact. Further, CDB’s technical support in providing ongoing policy advice during project implementation, will help to promote the adoption of current good development practice as it relates to social protection. This will assist Saint Lucia in general to embrace strategies and programmes to meet the divergent and multi-faceted needs of communities, households, and vulnerable sub-populations.
Overall Score	3.25	Satisfactory

5. TERMS AND CONDITIONS

5.01 It is proposed that the Loan be made on CDB’s standard terms and conditions and on the following terms and conditions:

No.	Subject	Terms and Conditions of the Loan
1.	Parties	<p><u>Bank</u>: Caribbean Development Bank (CDB)</p> <p><u>Borrower</u>: Government of Saint Lucia (GOSL)</p>
2.	Amount of Loan	The Bank agrees to lend to the Borrower an amount not exceeding the equivalent of five million two hundred and seventeen thousand United States dollars (\$5,217,000) from the SFR of the Bank allocated from IDB COVID-19 Relief Resources (the Loan).
3.	Purpose	The purpose for which the Loan is being made is to assist the Borrower in financing equitable cash transfers and the expansion of safety net services using the platforms of existing cash transfer programmes and special transfers to persons directly affected by COVID-19, and vulnerable populations working in the informal sector, who are not part of existing cash transfer programmes in Saint Lucia (the Project Country), more particularly described in the Project Description (the Project).
4.	Repayment	The Borrower shall repay the Loan in eighty (80) equal or approximately equal and consecutive quarterly instalments, commencing three (3) years after the date of the Loan Agreement.
5.	Interest	<p>(a) The Borrower shall pay to the Bank interest at the variable rate of four decimal three nine percent (4.39%) p.a. on the amount of the Loan disbursed and outstanding from time to time. Such interest shall be payable quarterly.</p> <p>(b) The Borrower may request from the Bank that the interest rate payable in respect of the Loan be converted from a variable to a fixed interest rate (an Interest Rate Conversion), subject to the following requirements:</p> <p>(i) The feasibility of the Bank to execute any Interest Rate Conversion will depend on the ability of the Bank to effect the Interest Rate Conversion on terms and conditions acceptable to the Bank in its sole discretion, in accordance with its policies, and will be subject to legal, operational, and risk management considerations and prevailing market conditions.</p> <p>(ii) The Borrower may only request an Interest Rate Conversion after the Terminal Disbursement Date of the Loan and any amount of the Loan remaining undisbursed</p>

No.	Subject	Terms and Conditions of the Loan
		<p>has been cancelled.</p> <p>(iii) An Interest Rate Conversion may only be made with respect to all (not part) of the Loan resources disbursed and outstanding.</p> <p>(iv) The Bank shall not be obliged to execute an Interest Rate Conversion on amounts that are less than the equivalent of three million United States dollars (\$3,000,000), which may be comprised of the aggregate of the resources of the Loan disbursed and outstanding and any other loan between the Bank and the Borrower utilising the resources provided to the Bank under the IDB COVID-19 Loan Agreement.</p> <p>(c) The Borrower may request an Interest Rate Conversion by delivering to the Bank an irrevocable communication in writing signed by a duly authorised representative of the Borrower, in form and substance satisfactory to the Bank (a Conversion Request).</p> <p>(d) Once the Bank has received a satisfactory Conversion Request, it shall proceed to review the same and determine in its absolute discretion whether to deny or approve the request.</p> <p>(e) If the Bank denies the Conversion Request, the Bank shall notify the Borrower of such denial and such Conversion Request shall be considered null and void, without prejudice to the Borrower's right to deliver a new Conversion Request.</p> <p>(f) If the Bank approves the Conversion Request, the Bank shall notify the Borrower of such approval and indicate: (i) the date on which the Interest Rate Conversion shall become effective (a Conversion Date); and (ii) the interest rate applicable from the Conversion Date to the date of maturity of the Loan.</p>
6.	Commitment Fee	<p>The Borrower shall not be charged a commitment fee on the amount of the Loan undisbursed from time to time. Section 3.04 of the General Provisions shall not apply to this Loan.</p>
7.	Disbursement of Loan	<p>(a) Except as the Bank may otherwise agree:</p> <p>(i) the amounts disbursed from the Loan Account shall not exceed in the aggregate ninety-six percent (96%) of the cost of the Project;</p> <p>(ii) amounts disbursed from the Loan Account shall be used to finance the components of the Project allocated for</p>

No.	Subject	Terms and Conditions of the Loan
		<p>financing by the Bank as shown in the Financing Plan up to the respective limits specified; and</p> <p>(iii) up to fifty percent (50%) of the amount of the Loan may be used to finance Eligible Expenditures incurred by the Borrower between March 11, 2020 and the date of the Loan Agreement (Retroactive Payment).</p> <p>(b) Disbursements from the Loan Account may only be used to finance expenditures that are: (i) incurred in accordance with the provisions of the Operating Regulations (OR); (ii) are adequately recorded and documented in the Borrower's system; and (iii) are incurred before December 31, 2022 or such later date as may be specified in writing by the Bank (Eligible Expenditures). To this end, expenditures being financed by the proceeds of the Loan shall be certified by the SSNS for this purpose.</p> <p>(c) The Loan resources shall not be used to finance sub-projects or sub-companies involved in the production, trade, or use of the products, substances or activities on the Exclusion List.</p> <p>The Borrower shall comply with the Bank's "Disbursement Guidelines for CDB-Financed Projects" published in January 2019, which may be amended from time to time by the Bank.</p>
8.	Period of Disbursement	<p>(a) The Bank shall have received an application for first disbursement of the Loan by December 31, 2022, or such later date as may be specified in writing by the Bank.</p> <p>(b) The Loan shall be disbursed up to August 15, 2023, or such later date as may be specified in writing by the Bank.</p>
9.	Procurement	<p>(a) Except as provided below, procurement of goods and/or services to be financed from the Loan resources shall be in accordance with the following policy and procedures or such other policy or procedures as the Bank may from time to time specify in writing:</p> <p>(i) Procurement Policy for Projects Financed by CDB (November 2019); and</p> <p>(ii) Procurement Procedures for Projects Financed by CDB (January 2021)</p> <p>(b) Eligibility for procurement shall be extended to IDB Member Countries which are not CDB Member Countries.</p>

No.	Subject	Terms and Conditions of the Loan
		(c) The Borrower shall comply with the procurement requirements set out in the Procurement Plan . Any revisions to the Procurement Plan shall require the Bank's prior approval in writing.
10.	Additional Condition(s) Precedent to First Disbursement	<p>The Bank shall not be obliged to make the first disbursement of the Loan until the Borrower has furnished or caused to be furnished to the Bank, evidence acceptable to the Bank, that:</p> <ul style="list-style-type: none"> (i) PSC has been established; and (ii) the prior approval of Parliament of the Project Country has been obtained with respect to the Loan.
11.	Condition(s) Precedent to Disbursement with respect to Components 1, 2 and 3	<p>Except for disbursements in respect of the Retroactive Payment, the Bank shall not be obliged to disburse any amount of the Loan in respect of Components 1, 2 and 3 until the Borrower has furnished or caused to be furnished to the Bank evidence acceptable to the Bank that:</p> <ul style="list-style-type: none"> (i) PMU has been established; (ii) PC has been engaged; and (iii) SSNS has been engaged.
12.	Condition(s) Precedent to Disbursement with respect to Component 3	<p>The Bank shall not be obliged to disburse any amount of the Loan in respect of Components 3 until the Borrower has furnished or caused to be furnished to the Bank evidence acceptable to the Bank that:</p> <ul style="list-style-type: none"> (i) the officer within MOE with responsibility for Component 3 has been assigned; (ii) the Procurement Officer within MOE has been assigned; (iii) the consultant to provide Consultancy Services to Conduct a Needs Assessment and Develop a Monitoring Tool for Deploying ICTs to Support the Continuity for vulnerable households in the Public Assistance Programme (PAP) has been engaged; and (iv) the Borrower has entered into the Arrangement referred to in Section 17 below.
13.	Project Implementation	<p>Except as the Bank may otherwise agree, the Borrower shall:</p> <ul style="list-style-type: none"> (v) implement Components 1, 2 and 4 of the Project through PMU, MOESJE;

No.	Subject	Terms and Conditions of the Loan
		<p>(vi) implement Component 3 of the Project through PMU, MOESJE in collaboration with MOE;</p> <p>(vii) carry out the Project at all times in accordance with the OR and the Borrower acknowledges that it has been furnished with a copy of the OR that is in effect at the date hereof; and</p> <p>(viii) carry out the cash transfer programmes under Components 1 and 2 in accordance with the policies and guidelines applicable to the operation of the cash transfer programmes and the eligibility criteria established by the Borrower.</p> <p>The Bank may establish such procedures as it deems necessary to ensure the satisfactory development of the Project.</p>
14.	Project Management	<p>The Borrower shall:</p> <p>(a) establish and, for the duration of the Project, maintain:</p> <p>(i) a PSC with the composition and functions set out in the Composition and Functions of the PSC; and</p> <p>(ii) a PMU with the composition and functions set out in the Composition and Functions of the PMU;</p> <p>(b) assign a person from among the staff of MOE, with responsibility for the implementation of Component 3; and</p> <p>(c) assign the Procurement Officer within MOE to support procurement services for Component 3.</p>
15.	Engagement of Consultants	<p>(d) The Borrower shall, in accordance with the procurement policy and procedures applicable to the Loan, select and engage consultants to provide the following consulting services (Consulting Services):</p> <p>(i) Consultancy Services to Deliver a Certification Course in Effective Pedagogy for Distributed Teaching-Learning tailored to Instructors Working with SEN and to Develop a Cyber-Security Toolkit for Use with Teachers, Students, and Households of SEN Institutions and Institutions in the Social Sector Providing Rehabilitative and/or Residential Care Services for Students;</p> <p>(ii) Project Coordinator; and</p>

No.	Subject	Terms and Conditions of the Loan
		<p>(iii) Social Safety Nets Specialist (SSNS)</p> <p>(e) The Borrower shall, within a timeframe acceptable to the Bank, implement such recommendations arising from the Consulting Services, as may be acceptable to the Bank.</p> <p>(f) The Borrower shall furnish or cause to be furnished to the Bank evidence acceptable to the Bank that the consultant to be engaged by IDB to provide Consultancy Services to Conduct a Needs Assessment and Develop a Monitoring Tool for Deploying ICTs to Support the Continuity for vulnerable households in the PAP has been engaged and shall, within a timeframe acceptable to the Bank, implement such recommendations arising from the said consultancy, as may be acceptable to the Bank.</p>
16.	IDB COVID-19 Relief Resources Conditions	<p>The Borrower shall:</p> <p>(i) permit the Bank and IDB, their investigators, agents, auditors, and experts it engages, to inspect, at any time, the facilities, equipment, and materials goods, sites, works and structures of the Project and proceeds of the Loan; and examine such systems, records, and documents as the Bank may deem pertinent;</p> <p>(ii) ensure that its agents fully cooperate with the personnel which the Bank and the IDB sends or designates for the purposes of inspection;</p> <p>(iii) furnish all information that the Bank and IDB may reasonably request with respect to the use of the proceeds of the Loan and the financial situation of the Borrower;</p> <p>(iv) comply and ensure that the proceeds of the Loan are used in accordance with the Bank’s ESRP and the environmental and social requirements outlined in the OR; and</p> <p>(v) commit to incorporate all the integrity provisions set forth in the policies and procedures of the Bank and IDB through an integrity covenant or similar covenant as detailed in the OR.</p>
17.	Other Conditions	<p>The Borrower shall enter into an arrangement with an authorised internet service provider(s) for the provision of internet connectivity for students of PAP beneficiary households in need of such assistance (the Arrangement).</p> <p>The Borrower shall, through that MOE, and SLSWMA, provide orientation sessions to students, parents/guardians and teachers on the proper use and storage of the ICT equipment and ensure that electronic devices are disposed of in an environmentally sound manner at their end-of-life.</p>

No.	Subject	Terms and Conditions of the Loan
18.	Additional Funds	The Borrower shall be responsible for meeting any amount by which the total cost of the Project exceeds five million, four hundred and fourteen thousand United States dollars (USD5,414,000).
19.	Borrower's Contribution to the Project	<p>(a) The Borrower shall contribute to the Project an amount of not less than five hundred and thirty-two thousand Eastern Caribbean dollars (XCD532,000).</p> <p>(b) Except as the Bank may otherwise agree, the contribution which the Borrower is required to make to the Project shall be expended by the Borrower in a timely manner on the components of the Project designated for financing by the Borrower as shown in the Financing Plan, up to the respective limits specified.</p>
20.	Reports and Information	<p>Except as the Bank may otherwise agree, the Borrower shall furnish or cause to be furnished to the Bank:</p> <p>(i) semi-annual progress reports, which will be prepared by the Borrower in accordance with the OR and submitted to the Bank within sixty (60) days of the end of each calendar semester during Project execution and must include: (aa) the status of execution of the Program activities, their outcomes and direct effects as they are carried out, any problems in Program execution and/or any risks identified, and the actions proposed to mitigate them; as well as (bb) achievement of results and goals exactly as established in the Results Matrix; and (cc) reports evaluating compliance with environmental and social policies which must reflect the degree of compliance with the applicable social and environmental requirements; and</p> <p>(ii) the reports and information set out in the Reporting Requirements in the form specified therein, or in such form or forms as the Bank may require, not later than the times specified therein for so doing.</p>

6. **LOANS COMMITTEE RECOMMENDATION**

6.01 The Loans Committee considered this proposal on July 15, 2022 and agreed to recommend it for approval of the President.

Signed: Isaac Solomon
Isaac Solomon
Vice-President (Operations)

September 6, 2022
Date

7. **APPROVAL**

7.01 The above-mentioned Appraisal Report is approved.

Signed: Hyginus 'Gene' Leon
Hyginus 'Gene' Leon
President

September 7, 2022
Date

RESULTS FRAMEWORK

Project Impact: The overall impact of the Project is to contribute to ensuring minimum levels of quality of life for vulnerable persons amid the crisis caused by COVID-19.				
Outcome	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
Basic needs supported for those impacted by the corona virus in the immediate period.	% of Households (HH) accessing transfers through current programmes, by sex of HH Head.	0 2022/06/30	Male 90% Female: 90% 2023/03/31	MOESJE Report MOESJE Annual Report
	Number (No.) of Waiting List clients receiving Child Disability Grants under vertically expanded transfer programme.			
		0 2022/06/30	102 2023/03/31	MOESJE Report
Enhanced, secure and inclusive continuity of learning in the SEN sector in response to the COVID-19 pandemic.	Instructors in (a) MOESJE-managed institutions and (b) SEN institutions enrolled in course that are certified in effective pedagogy for distributed teaching and learning, including cybersecurity (%-disaggregated by sex).	(a) 0 2022/04/01	(a) 90 2023/03/31	MOE Report
		(b) 2 2022/04/01	(b) 25 2023/03/31	
	ICT Devices remain free from cybersecurity breaches (%).	NA 2022/04/01	80 2023/03/31	MOE and MOESJE ICT Reports
	Students in: (a) MOESJE-managed institutions; and (b) PAP households participate in online learning according to MOE minimum engagement standards ¹ (%) disaggregated by sex)	(a) 0 2022/04/01	(a) 90 2023/03/31	MOE and MOESJE Report
		(b) 0 2022/04/01	(b) 90 2023/ 03/01	
Assumptions for achieving outcomes				
<ul style="list-style-type: none"> • Effective coordination and implementation of generalised and shock-responsive transfer programmes during the crisis. • Effective institutional arrangements for student support services exist and are adjusted as needed during the crisis. • Teachers systematically apply the enhanced competencies developed through the training. • Devices provided are suitably secured by users and maintained for continued use. 				

¹ Student has a suitable device for engaging in virtual lessons and attends online classes at least 80% of the specified instructional time during school closures. If schools are open; student has a functioning device and uses as specified by the teacher.

Component 1. Protection using existing cash transfer programmes				
Output	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
1.1. Poor and vulnerable individuals and households from the household beneficiary registry system access temporary cash transfers.	No. of beneficiaries receiving temporary transfers (disaggregated by individuals and HHs; for HHs, disaggregated by sex of HH Head; for individuals, disaggregated by age, sex, income disparity working in the informal sector).	0 2022/06/30	2,520 2023/03/31	Living Condition Index (Means testing/PAP Registry), Monthly reports from MOESJE on the number of beneficiaries receiving payments/total amounts paid
Component 2. Protection for the vulnerable population not on the rosters of transfer programmes, working in the informal sector				
Outputs	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
2.1 Informal sector workers having suffered loss or reduced income from the pandemic receiving access to temporary cash transfers.	No of beneficiaries with incomes (disaggregated by sex, type of work/economic sector, and location; for households, disaggregated by sex of HH Head; for individuals, disaggregated by age, sex, income, disability.)	0 2022/06/30	1,000 2023/03/31	MOESJE income-support records
	No. of beneficiaries registered with the National Insurance Corporation.	0 2022/06/30	Min 500 2023/03/31	MOESJE monthly Report
2.2 HHs/Individuals having received short-term income support.	No. of HHs/Individuals receiving short-term income- support that were not previously listed as beneficiaries of transfer programmes (disaggregated by sex, age, income).	0 2022/06/30	4,900 2023/03/31	MOESJE income-support records MOESJE monthly reports
2.3 Individuals having received nutritional support.	No. of homeless and indigent persons receiving a hot meal at on Sunday.	60 2022/06/30	100 2023/03/31	MOESJE Report
Media Campaigns	Gender- responsive communication tools/media campaign to differentially target men and women, boys and girls and other vulnerable groups in the informal sector developed.	No 2022/07/01	Yes 2023/03/31	Project Management Report

Component 3. Support for learning continuity of those in vulnerable populations				
Outputs	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
ICT devices and supporting digital infrastructure provided to MOESJE centres and MOE-managed SEN centres as well as PAP households.	Devices provided to: (a) MOESJE-managed centres and (b) SEN centres for (i) student and (ii) teacher use (#).	MOESJE Centres- (1a) 0 (1b) 0 2022/04/01 SEN Centres- (2a)0 (2b)0	MOESJE Centres- (1a) 56 (1b) 15 2023/03/31 SEN Centres (2a) 47 (2b) 13	MOESJE and MOE reports
	(a) Interactive screens; and (b) charging carts provided to: (i) MOESJE centres; and (ii) SEN centres. provided with interactive screens and protective charging carts (#).	MOESJE Centres- (1a) 0 (1b) 0 2022/04/01 SEN Centres- (2a)0 (2b)0	MOESJE Centres- (1a) 3 (1b)3 2023/03/31 SEN Centres (2a) 2 (2b) 2	MOESJE and MOE reports
	Devices deployed to PAP homes (#).	0 2022/04/01	500 2023/03/31	MOESJE reports
	MOESJE centres refurbished to establish a technology-enhanced Learning Resource Centre (#).	0 2022/04/01	1 2023/03/31	MOESJE reports
Teachers with pedagogical skills for high-quality distributed teaching-learning increased.	Teachers/educators in: (a) MOESJE- managed; and (b) SEN institutions trained in gender and SEN responsive-effective pedagogy for distributed teaching and learning (#- disaggregated by sex).	(a)0 (b)0 2022/04/01	(a) 10 (b) 20 2023/03/31	Project Reports Course certificates
Stakeholders in MOESJE and SEN centres sensitised to cybersecurity good practices	Gender and SEN Responsive Cyber-Security Toolkit and sensitisation training materials developed (Yes/No).	No 2022/04/01	Yes 2023/03/31	Project Reports Consultant Reports
	3.3 Teachers/teacher educators in: (a) MOESJE-managed institutions; and (b) SEN institutions trained in cyber-security awareness and tools (#, disaggregated by sex).	(a)0 (b)0 2022/04/01	(a) 10 (b)20 2023/03/31	Project Reports Consultant Reports
	3.4 Students in (a)MOESJE-centres and (b) SEN centres sensitised via cyber-security toolkit (#- disaggregated by sex).	(a)0 (b)0 2022/04/01	(a) 30 (b) 175 2023/03/31	Project Reports Consultant Reports
	3.5 Sensitisation sessions for parents/guardians of students in (a)	(a)No	(a) Yes	Project Reports

	MOESJE-managed and (b) SEN institutions on cyber-security toolkit are held (No/Yes).	(b)No 2022/04/01	(b)Yes 2023/03/31	
Assumptions for achieving outputs				
<p>(a) Central Beneficiary Registries are updated and appropriately expanded.</p> <p>(b) Communication plan/strategy implemented in a timely manner to inform beneficiaries about the short-term nature of project support.</p> <p>(c) Needs Assessment of PAP households effective and efficient.</p> <p>(d) Global production and supply chain challenges do not inordinately delay delivery of devices</p> <p>(e) Stakeholder sensitisation is sustained throughout the programme.</p>				

PROJECT COMPONENTS AND ELIGIBILITY CRITERIA

1. **Component 1: Protection using existing cash transfer programmes (\$766,240).** This component will support horizontal expansion of the PAP to finance temporary cash transfers to 900 households and 2,520 individuals, male and female single-headed households with children, unemployed youth, the elderly, and women using MOESJE’s PAP System. Under the PAP, XCD215-465 per month is provided to families in poverty depending on the size and determined through application of the National Eligibility Test (SL-NET 3.0) initially for 6 months, before re-assessment and re-listing.

Public Assistance Programme

2. The PAP is the largest cash transfer programme in Saint Lucia. As of March 2022, there were 3,449 households on the PAP and 900 eligible households on the waiting list for inclusion in the programme. Beneficiaries receive monthly cash payments based on a tiered system aligned to the level of need and the number of persons in the household as shown in Table 1 below:

TABLE 1: CASH BENEFIT TO BENEFICIARY HOUSEHOLDS
(XCD)

No. of Persons in Household	Cash Benefit Level
1 Person	215
2 Persons	280
3 Persons	340
4 Persons	400
5 Persons and more	465

Source: Data from the Ministry of Equity, Social Justice and Empowerment, April 2022.

3. Beneficiaries are targeted, and eligibility is determined through application of the SL-NET 3.0 – a Cabinet-approved proxy meant test. The SL-NET targeting system is poverty-based and focused on multi-dimensional poverty. Using this system, thresholds are applied to the overall deprivation score which categorises households into three welfare groups: (a) indigent; (b) poor; and (c) non-poor. Groups 1 and 2 are deemed eligible for social assistance. SL-NET utilises a mixture of variables from SL-NET Version 2.0 and the Saint Lucia Multi-Dimensional Poverty Index (SLMPI). Using an initial list of 96 variables, a final list of 42 variables across 10 categories were selected on the basis of the following 7 criteria:

- (a) **Availability:** variables are available across the various evaluation databases, such as the Survey of Living Conditions/Household Budgetary Survey data-sets and the National Census data-sets.
- (b) **Variables being traditionally linked to poverty:** the variables that should enter the SL-NET Version 3.0 should be traditionally linked to the probability of households being poor in Saint Lucia. As such, in the selection process, data from the most recent Country Poverty Assessment Report (2016) was utilised.
- (c) **Verifiability:** given that the scores generated will be used to determine eligibility into means tested social programmes, it is essential that the variables that will form part of SL-NET Version 3.0 be easily verifiable.
- (d) **Avoidance of perverse incentives:** variables that induce non-human capital enhancing behaviour, such as non-labour market participation is excluded from the Project Management Team.

- (e) **Stability of variables:** given the impracticability of updating the PMT with the same frequency with which some deprivations variables vary, the selected variables should preferably capture structural phenomenon rather than cyclical features of the household's condition.
- (f) **Statistical performance:** the variables should be wealth differentiating; in that it should be able to clearly identify poor household from their more well-off counterparts.
- (g) **Normative value:** such variables should be widely accepted by society as being descriptors of good or bad living conditions in a country.

Child Disability Grant Programme

4. Cabinet Conclusion No. 35 of 2014 approved the operationalisation of a CDG Programme. Through this programme, a universal grant of XCD200 per month is provided to children between the ages of 0 – 21 years with moderate to severe disabilities, as verified by a medical practitioner. Beneficiary payments are transferred via financial institutions only.

5. The application process for access to cash benefits under the CDG Programme involves the submission of a completed application form to MOESJE accompanied by a medical/disability report from a medical practitioner. There are currently 321 beneficiaries under this programme with 102 persons on the waiting list. Table 2 provides details of the waiting list, including the number of intended beneficiaries and the year of application.

TABLE 2: WAITING LIST APPLICANTS

Year	# of Eligible Persons	Comments
2020	43	Limited fiscal space has challenged the horizontal expansion of the CDG Programme.
2021	53	
2022	6	
TOTAL	102	

Persons Living with HIV Food Voucher Programme

6. The Food Voucher Programme for PLHIV was specifically created to assist persons affected with the HIV and are struggling to provide for their daily basic needs. Clients access the programme through referrals from the Ministry of Health, specifically, the HIV Clinic. At the time of initiation in 2010, the programme was administered through the Division of Human Services which has, over the years, been shifted between the Ministry of Health and the Ministry responsible for Social Affairs/Social Development.

7. In May 2018, the Programme was transferred to the Welfare Services Unit of MOESJE¹ with 69 registered clients, 38 of whom collect their vouchers regularly. To date, the numbers have increased and there are currently 83 registered persons², 76 of whom regularly collect their food vouchers from the offices of the Welfare Services Unit. This figure includes 14 mothers with infants, ages zero – 2 years, who also receive baby milk for those infants. It is noteworthy, that since the babies are not breast-feeding, they require special formula which ranges in cost between XCD40 – XCD50 per can. Aside from the monthly food vouchers valued at XCD100, clients also receive counselling and medication from the Ministry of Health. The age and sex distribution of programme beneficiaries is shown in Table 3, below:

¹ Now the Ministry of Equity, Social Justice and Empowerment

² Five (5) persons died within the past year

TABLE 3: AGE AND SEX DISTRIBUTION OF PROGRAMME BENEFICIARIES

Age Range	# of Males	# of Females	Total # of Persons
12 - 17 years	-	2	2
18 - 59 years	16	51	67
60 + years	9	5	14
Total	25	58	83

8. When families of clients/beneficiaries are considered, it is projected that the programme supports approximately 292 persons (159 adults and 133 children). The breakdown of this wider group is as follows:

TABLE 4: AGE AND DEMOGRAPHIC DISTRIBUTION OF BENEFICIARIES

Age Range	# of Adults	# of Children	Total
0 - 23 months	-	26	26
24 -59 months	-	27	27
5 – 11 years	-	39	39
12 – 17years	-	41	41
18 – 59 years	145	-	145
60+ years	14	-	14
TOTAL	-	-	292

9. For the months of January to December 2021, an average of 76 households were issued food vouchers monthly. However, the value of the vouchers has diminished over time as a result of the increasing cost of living. In response to COVID-19, the programme was vertically expanded with a top up of XCD100 for a one-year period (July 2020 – June 2021) with financial support from the Government of India and the World Food Programme.

Foster Care Programme

10. The Division of Human Services is responsible for the safety and well-being of vulnerable children. The Division also oversees the maintenance of childcare services, by setting regulations for those agencies. In addition to working with the families of vulnerable children, the Division works directly with those children who have been placed in the foster care system due to the child being removed from their homes to ensure their safety. The Division works closely with the families, new caregivers, and the children themselves where possible, to address the safety and well-being of the child with the best interest of the child at its foundation.

11. The purpose of the Foster Care System in Saint Lucia is to provide a safe and loving home for the children free from behaviours that are detrimental to the safety and wellbeing of the child. A child is only deemed to be under the care and supervision of the Department of Human Services when a Care and Protection Order is signed by the Family Court Magistrate. This is achieved once sufficient information and evidence are brought before the court to determine that a child's safety and welfare would be in jeopardy if the child is to remain in their current living arrangements. The court also, at that time, signs a Fit Person Order granting authority for the child to be placed in a particular foster home or placement facility. The person approved is called a Foster Carer. A home evaluation and background check are undertaken as part of the evaluation process in approving the Foster Carer. Foster Carers receive a monthly sum of XCD300 per child to assist the family in providing for the child's needs.

12. Foster Care in Saint Lucia started as an informal activity where parents were asked to sign a declaration to have the children placed in alternate care. For many years there was one officer assigned to the task of overseeing foster care and adoption. Currently, the structure supports one senior field social worker and four family case workers in the Foster Care Unit. There is an additional staff member who functions as the assistant social worker in the unit. As of April 15, 2022, the number of children in court approved foster care where Foster Carers receive a monthly allowance from the Government is shown Table 5 below:

TABLE 5: NUMBER OF CHILDREN IN COURT-APPROVED FOSTER CARE PROGRAMME

Region	No of children in Foster care	No of Foster Carers
Gros Islet	25	21
Babonneau	10	10
Castries	68	54
Soufriere	5	2
Laborie	4	4
Vieux Fort	18	16
Micoud	17	15
Dennery	13	1
Anse La Raye	8	6
Canaries	4	4
Choiseul	4	4
TOTAL	176	137

13. In addition to the numbers above there are children who are:

- (a) In Court approved foster care but whose foster parent does not receive an allowance. This may be because they are family members or that the foster parents opted not to accept the payment.

- (b) Placed in kinship care, i.e.: with family members for which no Care and Protection Order was obtained by the Division. This usually happens when the placement is done by a parent without the initial intervention of the Division. Once the Division becomes involved, the placement will be reviewed.

Legislative and Regulatory Framework which supports Foster Care in Saint Lucia

- (a) Child (Care Protection and Adoption) Act 2018. Part V, sections 66-72
- (b) Foster Care and Adoption Manual (Reviewed in 2018)
- (c) Foster Care in Saint Lucia: A Review with Recommendations of the Current Foster Care System (2018)
- (d) Foster Care Recruitment and Retention Strategy and Training Plan (2018)

Component 2: Protection for the vulnerable populations not currently on the rosters of transfer programmes, working in the informal sector – Emergency-Response Income-Support (\$3,179,148).

14. This Component will finance temporary transfers to vulnerable populations (not benefiting from existing cash transfer programmes) in the informal sector. This Component includes income-support to 4,900 individuals (non-NIC contributors) who lost employment or have evidence of reduced income, as a direct consequence of COVID-19 such as including informal sector workers in the creative industry, tour guide operators, hairdressers, small bar/restaurant owners, artistes, entertainers and service providers of the tourism industry in the amount of (XCD7,350,000 or **\$2,722,222**). The Project sub-component will be administered by the MOESJE with monthly payment of XCD500 over the period of 3 months.

15. The selection and acceptance criteria for beneficiaries of the programme are as follows:

Selection Criteria

16. The target population will comprise persons from all sectors and include the following:

- (a) Persons who lost their job as a result of their employer winding up the company because of the negative impact of COVID-19 on business operations.
- (b) Persons who were made redundant as a result of their employer downsizing the business operations.
- (c) Persons who became unemployed or momentarily receive no salary/wage due to prolonged illness from the symptoms of COVID-19.
- (d) Households with children aged twelve and under who lost a parent/guardian due to a COVID- 19 (related) death.

Acceptance criteria

- (a) Letter of dismissal from the employer.
- (b) Gazetted notice of the business winding up and proof that the individual was employed with the business.
- (c) Salary statement from the place of employment.
- (d) Death Certificate of the deceased parent along with the child/children's birth certificate showing proof of age and parentage. Statutory Declaration signed by a Justice of the Peace/Notary Royal in the case of a guardian or in absence of the parent's name on the birth certificate.

- (e) Copies of sick leave form showing prolonged absence from work (at least 6 months).
- (f) Letter from a medical doctor explaining the applicant's inability to work.
- (g) Statement from the NIC showing contributions received.
- (h) Any other legally appropriate document that shows loss of job or inability to work as a result of COVID-19.

17. Applicants will be invited to submit information and documents via Cognito Forms for online data capture. Zapier Integration Services will be used to connect the online cloud forms to an on-premises SQL Server Database, operated by the Government Information Technology Services, Ltd. (GITS).

Sub-component 2.1: Support to the Feeding Programme for the Homeless (\$18,519). This sub-component will finance the Expansion of the Feeding Programme for the Homeless and Indigent for approximately 100 beneficiaries in the form of financial resources for the purchase of food items which will be prepared and distributed by volunteers (**XCD50,000 or \$18,519**).

18. During the initial lockdown in response to COVID-19, MOESJE, with the assistance of stakeholders, established a temporary homeless shelter in Castries for the accommodation of nearly 60 homeless and indigent individuals for a two-month period before closure, once the island's border was reopened. The Ministry also provided for the varied needs of those individuals for a three-month duration of the operation. Given no dedicated financial resources at the time, shelter operations were supported by donations from Corporate Saint Lucia, Humanitarian Organisations such as St. John's Ambulance, Saint Lucia Red Cross, Salvation Army and CARITAS, contributions from Government agencies (NEMO, MOESJE and Ministry of Commerce), and volunteers. Currently, the Ministry, working with the Saint Lucia Cadet Corp, and Pierre's Foundation provides a hot meal on Sundays to these vulnerable persons in the north of the country. Given the expressed need for additional support to this vulnerable sub-population during the ongoing crisis, an expanded programme will ensure that the group in Vieux-Fort and Soufriere also receive a hot meal on Sundays for an addition six-months.

19. **Component 3: Support for learning continuity in vulnerable populations. (XCD667,341 or \$250,867).** This component will finance actions that enhance capacity for inclusive, high quality, and secure distributed teaching-learning. Sub-components include the following:

- (a) **Sub-component 3.1: Goods (XCD547,741 or \$202,867).** Financing will facilitate the following for MOESJE-managed institutions: (a) the provision of 133 number of devices (18 tablets with protective cases, 15 laptops, 38 Chrome Books, and 61 noise canceling headsets); (b) three (3) interactive screens to support teaching-learning in each Centre except the Rainbow Children's Home; (c) 11 desktops for the LRC being established in at the New Beginnings Transit Home; and (d) three (3) device charging carts – one for each Centre except the Rainbow Children's Home. Additionally, 500 Chromebooks³ will be provided for vulnerable households benefitting from the Public Assistance Programme, following a needs assessment to be conducted with funds from IDB separate from this line of credit.

20. For SEN institutions, financing will facilitate the provision of the following for View Forte and Soufriere Centres: (a) 63 devices (18 laptops and 45 number of tablets) for teachers and student (b) two (2) device charging carts, one (1) for each Centre to promote security of devices; (c) two (2) photocopying machines, one (1) for each Centre, to improve printing capacity for take-home learning resources; and

³ Chromebooks are being procured to align with MOE's use of the same throughout the education system for teaching and learning.

(d) two (2) interactive screens, one (1) for each Centre, and seven (7) hand held projectors (4 View Forte and 3 Soufriere) to support teaching-learning in classrooms across the Centres, along with two (2) two-way radios to improve communication and emergency broadcasting across staff, one for each Centre. Software to assist the visually impaired will be procured for both institutions, along with the Vision Education Support Centre.

21. Table 6 provides a summary of the device and software quantities for MOESJE and SEN institutions. Tables 7 and 8 provide the details for procurement by MOESJE and SEN Centres, respectively, including specifications.

TABLE 6: DEVICE AND SOFTWARE QUANTITIES FOR MOESJE AND SEN INSTITUTIONS

Devices and Software	MOESJE	SEN	Total
Tablets with cases	9	50	59
Desktops	11	-	11
Chromebooks	538	-	538
Interactive screens	3	2	5
Charging carts	3	2	5
Laptops	16	13	29
Photocopiers	-	2	2
Projectors	-	6	6
2-way radios	-	2	2
JAWS software licenses	-	4	4
Noise cancelling headsets	61	0	61

TABLE 7: DEVICES AND SPECIFICATIONS: MOESJE - MANAGED INSTITUTIONS AND PAP HOUSEHOLDS

Device	Specification	Quantities				PAP Households
		BTC	UGCC	New Beginnings Transit Home	Rainbow Children's Home	
Tablets	Android Tablet, 10.5" LCD Screen, 64GB Storage, Long-Lasting Battery, Smart Switch, Expandable Memory.	5	0	2	2	
Protective Cases	Android Tablet 10.5", 360 Rotating Hand Strap & Stand, Drop-Proof Case.	5	0	2	2	
Laptops	Laptop PC - 14t-dq300 Natural Silver Windows 11 Pro Intel® Celeron® N4500 (up to 2.8 GHz, 4 MB L3 cache, 2 cores) + Intel® UHD Graphics, or equivalent 8 GB DDR4-2933 SDRAM (1 X 8 GB) 14" diagonal, HD, micro-edge, BrightView, 250 nits (1366 x 768) 512 GB PCIe® NVMe™ M.2 Value	5	3	5	3	

Device	Specification	Quantities				PAP Households
		BTC	UGCC	New Beginnings Transit Home	Rainbow Children's Home	
	SSD. 3-cell, 41 Wh Lithium-ion prismatic Battery, or equivalent. Full-size, natural silver keyboard 720p HD camera with integrated dual array digital microphones. Realtek Wi-Fi 5 (2x2) and Bluetooth® 5 Combo (MU-MIMO supported), or equivalent.					
Chromebooks	Chromebook Laptop, 14-Inch FHD Display, MediaTek MT8173C, 4GB RAM, 64GB Storage, Chrome OS, or equivalent.	15	11	9	3	
Charging Cart	32-Laptops and Tablets Charging Cart.	1	1	1	0	
Interactive Screens	55" Diagonal Class LED-backlit LCD display, with whiteboard and touchscreen (multi touch), white, one-touch access to collaboration tools, including a digital whiteboard, a web browser, and wireless screen sharing, connectivity, USB, HDMI.	1	1	1	0	
Headsets	3.5 mm Stereo Headset with Headphones and Noise Cancelling Microphone for PCs, Tablets, and Cell Phones in The Office, Classroom or Home.	26	18	12	5	
Desktops	Windows 11 Pro, 10th Generation Intel® Core™ i5 processor, 8 GB memory; 256 GB SSD storage, Intel® Wi-Fi 6 AX201 (2x2) and Bluetooth® 5 combo, non-vPro® or equivalent.	0	0	11	0	

TABLE 8: SEN-MANAGED INSTITUTIONS DEVICES AND SPECIFICATIONS

Device	Specification	Quantities		
		Vieux Forte	Dennery Child Development Centre	Vision Education Support Centre
Tablets	Android Tablet, 10.5" LCD Screen, 64GB Storage, Long-Lasting Battery, Smart Switch, Expandable Memory.	40	10	0
Protective Cases	Android Tablet 10.5", 360 Rotating Hand Strap and Stand, Drop-Proof Case.	40	10	0
Laptops	Laptop PC - 14t-dq300 Natural Silver Windows 11 Pro. Intel® Celeron® N4500 (up to 2.8 GHz, 4 MB L3 cache, 2 cores) + Intel® UHD Graphics, or equivalent. 8 GB DDR4-2933 SDRAM (1 X 8 GB) 14" diagonal, HD, micro-edge, BrightView, 250 nits (1366 x 768) 512 GB PCIe® NVMe™ M.2 Value SSD. 3-cell, 41 Wh Lithium-ion prismatic Battery, or equivalent. Full-size, natural silver keyboard. 720p HD camera with integrated dual array digital microphones. Realtek Wi-Fi 5 (2x2) and Bluetooth® 5 Combo (MU-MIMO supported), or equivalent.	10	3	0
Charging Cart	32-Laptops and Tablets Charging Cart.	1	1	0
Interactive Screens	55" Diagonal LED-backlit LCD display, with whiteboard and touchscreen (multi touch), white, one-touch access to collaboration tools, including a digital whiteboard, a web browser, and wireless screen sharing, connectivity, USB, HDMI.	1	1	0
Multi-function printer (printer, photocopier, scanner)	All-in-One Wireless Monochrome Laser Printer - Print Scan Copy Fax - 2.7" Touchscreen CGD, 40 ppm, 1200 x 1200 dpi, Auto 2-Sided Printing, 50-Sheet ADF, Ethernet.	1	1	0
2-way radios	Walkie talkies 10 Pack Long Range Rechargeable 2 Way Radio UHF 16-Channel with Earpiece Li-ion Battery and Charger (Pack of 10).	1	1	0

Device	Specification	Quantities		
		Vieux Forte	Dennery Child Development Centre	Vision Education Support Centre
Screen Reader License	A screen reader is a software program that enables a blind or visually impaired user to read the text that is displayed on the computer screen with a speech synthesiser or braille display.	2	0	2
Projectors (Handheld)	WiFi enabled Video Projector with Carrying Case and Zoom, 1080P and iOS/Android Sync Screen Supported, Portable Home Movie Projector Compatible w/Smart Phone/Laptop/PC/DVD/TV.	4	2	0

- (b) **Sub-component 3.2: Minor Works (XCD67,500 or \$25,000).** This sub-component includes design services and refurbishing an underutilised space at the New Beginnings Transit Home to establish a technology enabled LRC. Refurbishments will include installing air-conditioning, installation of appropriate electrical fittings, and furniture for the 11 workstations. An engineer attached to the Saint Lucia Social Development Fund (SSDF) is providing design services and the Public Works Department will certify the minor works associated with installation of the air-conditioning establish the necessary outlets for the IT equipment being installed in the space (i.e. desktops and interactive screen).

- (c) **Sub-component 3.3: Capacity-Building (XCD39,150 or \$14,500).** This sub-component will provide 30 teachers across MOESJE-managed and SEN institutions access to training in the that provides gender and SEN-responsive pedagogical and cybersecurity competencies that are required to support the continuity of learning and safety in the distributed environment for the vulnerable populations served at these institutions. The University of the West Indies (UWI), Cave Hill Campus School of Education (SOE) will conduct certificate course as they implemented a similar course across the OECS between Jan- February 2022 for teachers in mainstream schools, so the course will be tailored to the populations served through this Project.

- (d) **Sub-component 3.4: Institutional Strengthening (XCD22,950 or \$8,500).** This sub-component will support the development of a gender and SEN-responsive cybersecurity toolkit and sensitisation training for teachers, students, and parents/guardians, of SEN and MOESJE-managed institutions. The toolkit and training will strengthen capacity of MOESJE and SEN institutions to empower teachers, students, and households to remain protected in the virtual teaching-learning space and to manage the security considerations for the investment in ICT teaching-learning resources. The UWI Cave Hill Campus SOE is expected to deliver a similar tool kit for another OECS territory, so that tool kit and subsequent training for teachers will be tailored to the populations served through this Project. Teachers participating in the SOE-led certification course will cascade capacity-building on cybersecurity to students and other teachers in MOESJE and SEN institutions.

DRAFT TERMS OF REFERENCE

CONSULTANCY SERVICES TO CONDUCT AN ICT NEEDS ASSESSMENT OF VULNERABLE HOUSEHOLDS IN THE PUBLIC ASSISTANCE PROGRAMME TO SUPPORT THE CONTINUITY OF LEARNING AND DEVELOP A DATABASE TO MANAGE BENEFICIARY DATA AS WELL AS ICT DEPLOYMENT

1. BACKGROUND

1.01 The Government of Saint Lucia (GOSL) has sought the assistance of the Caribbean Development Bank (CDB) to finance a COVID-19 response project aimed at providing support to vulnerable populations affected by the pandemic. Specifically, the Project will provide cash transfers to eligible social assistance programme beneficiaries as well as income-support to those who remain unemployed. Additionally, the Project will provide support for learning continuity among vulnerable groups to include those at selected institutions managed by the Ministry of Equity, Social Justice and Empowerment (MOESJE), two Special Education Centres under the purview of the Ministry of Education (MOE) and 500 beneficiaries of the Public Assistance Programme (PAP). A needs assessment will be undertaken to facilitate the selection of eligible households from the existing 3,600 PAP beneficiary households.

1.02 To date, MOESJE has compiled a list of 800 homes that have indicated the need for a device to support teaching-learning of children/youth in their residence. The GOSL has further committed to partnering with local Internet Service Providers to improve connectivity for vulnerable households. A Consultant is required to support the Project, in particular, to conduct a needs assessment which will inform the selection of PAP beneficiary households to receive support under the learning continuity component of the COVID-19 Response Project.

2. OBJECTIVE

2.01 The objective of this consultancy service is to facilitate data collection and verification for identification and selection of PAP households that are eligible for a teaching-learning device under the Project. The consultant will document relevant household information in a central database/spreadsheet to support requisite analysis for decision-making and to facilitate monitoring deployment efforts to eligible households. The consultant will work closely with the Welfare Services Unit of MOESJE in the execution of this consultancy.

3. SCOPE OF SERVICES

3.01. The Consultant shall be responsible for data collection on specific parameters of PAP beneficiary households and for the development of a database to document same. Specifically, the Consultant, shall complete the following:

- (a) Propose the methodology for conducting the needs assessment and developing the management database; this should include, *inter alia*, the criteria for the selection of PAP households to benefit from devices.

- (b) Lead the MOESJE team in conducting the needs assessment with PAP households; this would include verifying the following, *inter alia*: number of children in the household, number of devices available for teaching-learning, internet access, availability of electricity, access to virtual learning platforms used by schools, support needed to meaningfully participate in virtual teaching-learning.
- (c) Liaise with MOE and other key stakeholders, as necessary, to verify data collected.
- (d) Create a database/spreadsheet for easy storage and retrievable of data collected on PAP households, to be used in decision making regarding beneficiary households as well as for ICT deployment and management by MOESJE.
- (e) Based on the needs assessment, recommend the households for the provision of one or more of the following: ICT device, internet access, and electricity.
- (f) Build capacity of MOESJE in using the database/spreadsheet.
- (g) Provide weekly updates on the progress of the consultancy.
- (h) Liaise with Welfare Officers and other stakeholders to ensure timely implementation of the components of the Project as well as harmonisation with other social protection initiatives.
- (i) Attend meetings, as required.

4. EXPERIENCE AND QUALIFICATIONS

4.01 The Consultant should have a minimum of the following qualifications:

- (a) A Graduate Degree or commensurate qualifications in Statistics, Data Management, Social Sciences, or other relevant field with a minimum of three (3) years' experience relevant to the implementation of social protection programmes/projects and monitoring and evaluation.
- (b) A keen understanding of social protection beneficiary systems, and programmes/interventions that strengthen human capital. Experience in mainstreaming gender in such programmes would be an asset.

5. DURATION

5.01 The assignment is expected to last for a period of two months from the date of contract signing, likely August- September 2022.

6. DELIVERABLES

- (a) Inception Report detailing methodology and work plan for the assignment, including eligibility criteria for devices.

- (b) Draft Needs Assessment Report and Database/Spreadsheet, inclusive of recommended beneficiaries based on established eligibility criteria.
- (c) Capacity building in Use of Database/Spreadsheet for MOESJE welfare officers.
- (d) Final Needs Assessment Report and Database/Spreadsheet, reflective of MOESJE feedback on the draft report.

7. TERMS OF PAYMENT

7.01 The payment schedule is as specified below and summarised in tables below:

Deliverable	Percentage Payment
Inception Report	10% of Contract Sum
Draft Needs Assessment Report and Database/Spreadsheet and capacity building of MOESJE Welfare Officers	60% of Contract Sum
Final Needs Assessment Report and Database/Spreadsheet, reflective of MOESJE feedback on the draft report	30% of Contract Sum

DRAFT BUDGET
(USD)

Item	IDB	CDB	Total
A. <u>IDB's Contribution:</u>			
1. Consultancy Fees	15,000	-	15,000
2. Travel, Accommodation, and Per Diem		2,750	2,750
Sub Total	15,000	2,750	17,750
3. Contingencies (3%)		250	250
TOTAL	15,000	3,000	18,000
Percentage (%)	86	14	100

DRAFT TERMS OF REFERENCE

CONSULTANCY TO DELIVER A CERTIFICATION COURSE IN EFFECTIVE PEDAGOGY FOR DISTRIBUTED TEACHING AND LEARNING TAILORED TO INSTRUCTORS WORKING WITH STUDENTS WITH SPECIAL EDUCATION NEEDS AND TO DEVELOP A CYBER-SECURITY TOOLKIT FOR USE WITH TEACHERS, STUDENTS, AND HOUSEHOLDS OF SEN INSTITUTIONS AND INSTITUTIONS IN THE SOCIAL SECTOR PROVIDING REHABILITATIVE AND/OR RESIDENTIAL SERVICES FOR STUDENTS

1. BACKGROUND

1.01 The Government of Saint Lucia has received financing from the Caribbean Development Bank (CDB) towards the cost of financing the Safety Nets for Vulnerable Populations Affected by Coronavirus Project and intends to apply a portion of the proceeds of this financing to eligible payments under contracts for Consultancy Services to Deliver a Certification Course in Effective Pedagogy for Distributed Teaching and Learning Tailored to Instructors Working with Learners with Special Education Needs (SEN) and to Develop a Cyber-Security Toolkit for Use with Teachers, Students, and Households of SEN Institutions and Institutions in the Social Sector Providing Rehabilitative and/or Residential Services for Learners.

1.02 Within the education sector, there are six (6) institutions catering for 357 students (232 males and 125 females) with a range of special educational needs.¹ The student teacher ratio is 1:5 and 60% of teachers (both male and female) are trained. Development of basic literacy, numeracy, and life skills are central to the learning objectives at SEN institutions, which offer a narrow range of subjects.² Assessment of learning outcomes are typically tailored to the individual learners at each institution; however, one institution is also offering a Caribbean Examination Council (CXC) Caribbean Vocational Qualification (CVQ) in flower arranging.³

1.03 Within the social sector, there are four (4) institutions that provide education services for vulnerable learners that need residential and/or rehabilitative care: The Upton Garden Girls' Centre (UGGC), the Boys Training Centre, the New Beginnings Transit Home, and the Rainbow Children's home⁴. Current enrolment across the institutions is 30 (16 females and 14 males), although the combined capacity of the institutions is 100. With the exception of the UGGC, which provides all teaching-learning on-site, learners at the other institutions attend public schools as far as possible. Nonetheless, all Centres offer academics for youth that are not eligible to attend mainstream institutions because of psycho-social,

¹ The six institutions are the Special Education Centres in Vieux Fort and Soufriere, the Dunnotar School, Lady Gordon, Dennerly Child Development Centre, and the Vision Education Support Centre of the Saint Lucia Blind Welfare Association (SLBWA).

² Subjects offered include kitchen and housekeeping, sewing, music, crop production, vehicle detailing, and flower arranging.

³ Dunnotar School offers the CVQ in flower arranging in collaboration with the Ministry of Education (MOE) National Enrichment and Learning Unit (NELU), which provides continuing education services for adult learners.

⁴ The UGGC provides non-residential education and therapeutic services (e.g. behavioural, and psycho-social support) for teenage girls, ages 12-18, experiencing challenges negotiating adolescence (ages 12-18), typically from homes navigating socio-economic challenges. The Boys Training Centre caters to adolescent boys, ages 8-18, that require care and protection as well as those who come into conflict with the Law. Within the Division of Human Services the New beginnings Transit Home is a temporary residential place of safety for children between birth and age 18 years who are victims of child abuse and severe neglect and who are in need of care and protection, while the National Foster and Care and Adoption Services works to ensure children are placed in secure and loving families. The Rainbow Children's Home is a registered Charity in Saint Lucia that provides a place of safety for children at-risk and in need of care and protection, with capacity for 9 children the ages of 3 – 11.

behavioural and/or legal reasons. There are 26 staff (20 females and 6 males) supporting education across the institutions, 25% of whom are teacher-trained (3 females and 3 males); primary level subjects offered onsite include Language Arts, Mathematics and some technical skills training. At the secondary level, CXC Mathematics, English, Electronic Document Preparation Management (EDPM), Sewing, Food, and Nutrition are offered.

1.04 In STL, like other parts of the world, COVID-19 disruptions have introduced new-teaching and learning challenges that the education and social sectors must respond to with agility in light of the quick and sustained pivot to a distributed educational landscape. Teachers at MOESJE- managed and SEN institutions are ill-equipped with pedagogical skills and resources necessary to effectively facilitate student learning in a distributed educational ecosystem.⁵ No instructors in these institutions have benefitted from training in teaching-learning in a distributed environment for this subset of vulnerable learners. Also, very little attention has been given to managing cyber-security considerations in SEN and MOESJE-managed institutions, which is critical given the particular behavioural, psycho-social, and/or cognitive vulnerabilities these students face experience.

1.05 The School of Education (SOE), University of the West Indies, Cave Hill Campus has developed and implemented with success a three-credit course in Effective Pedagogy for Distributed Teaching and Learning Course across Organisation of Eastern Caribbean States (OECS). The course comprises the equivalent of at least a three-credit hour course and cover the following broad domains:

- (a) Theoretical foundations for effective pedagogy for distributed teaching and learning.
- (b) Planning for student-centred and gender- responsive instruction in a distributed teaching and learning context.
- (c) Teaching and learning with technology: Practical application of no-high tech strategies, online facilitation, classroom management and support, engaging students and parents.
- (d) Creative assessment for distributed teaching and learning contexts.
- (e) Teacher leadership in a distributed teaching and learning context.

1.06 The MOESJE seeks to tailor and deliver this relevant course teachers in MOESJE-managed and SEN institutions.

1.07 The SOE is also being engaged to develop a Gender-Responsive Cyber-Security Tool Kit for Teachers, Students and Households for use in another OECS country that has also received financing from the CDB towards the cost of financing the Safety Nets for Vulnerable Populations Affected by Coronavirus Project. The MOESJE seeks to tailor the tool kit and training to teachers, students and households of MOESJE-managed and SEN institutions. teachers in MOESJE-managed and SEN institutions.

2. OBJECTIVE

2.01 The overall outcome of the consultancy is enhanced teacher capacity for effective pedagogy in distributed teaching and learning and cyber-security awareness of school community stakeholders to mitigate cybersecurity risks. This will be addressed through:

⁵ Key areas of pedagogical deficits include planning for student-centred instruction in a distributed environment (including gender responsiveness and special education needs), classroom management and support, and creative assessment in an online setting.

- (a) Implementation of a tailored Effective Pedagogy for Distributed Teaching and Learning Certification Course for 30 teachers and education managers in MOESJE- managed and SEN institutions based on any specific national needs and lessons learned from implementation of the OECS-commissioned Effective Pedagogy Course for Distributed Teaching and Learning.
- (b) Tailoring of a gender-responsive Cyber-Security Toolkit along with training materials for Teachers, Students, and Households in MOESJE-managed and SEN institutions, and conducting a training of trainers' workshop in its use.

3. SCOPE OF SERVICES

3.01 In close collaboration with the MOE, the SOE will:

- (a) Deliver the course employing a blended approach to facilitate peer learning and communities of practice/professional learning communities.
- (b) Tailor the gender-responsive cybersecurity and digital literacy toolkit for use by teachers, students, and household of MOESJE-managed and SEN institutions; tailor training materials for each audience and conduct a training of training in the use of the toolkit and training materials.

3.02 The SOE will carry out the following tasks to achieve the objectives of this Project:

- (a) review the lessons learned from the implementation of the OECS Commission funded course;
- (b) gather data/information from country level actors (e.g. SEN teachers and leaders, teacher educators, MOE officials, student, parents, and partner ministries) to inform both the tailoring the Effective Pedagogy in Distributed Teaching and Learning Course as well as the design of and content for the SEN and gender-response Cybersecurity Toolkit and training materials;
- (c) revise the course content and methodology, taking into consideration any agreed modifications to address context-specific needs MOESJE-managed and SEN institutions in STL;
- (d) implement the certification course and manage all aspects of course coordination, participant onboarding, management and certification; and
- (e) monitor and report on course progress at the mid-point and end of the course. Reports should include the following, *inter alia*:
 - (i) Teacher attendance.
 - (ii) Degree of teacher involvement.
 - (iii) Teacher performance in meeting standards and requirements of the course.
 - (iv) Influence on teaching practice, with evidence.
 - (v) Key successes and/or challenges in course implementation with enhancement/mitigation strategies.
 - (vi) Course evaluations, inclusive of participants' reflections on quality, relevance, and course logistics.
- (f) present the outline for the tailored cybersecurity toolkit and training materials for review and approval before drafting;

- (g) tailor the cybersecurity toolkit and supporting training materials for students, and households of MOESJE-managed and SEN institutions for review and validation; and
- (h) conduct a training of trainers' session in use of the cybersecurity toolkit and training materials for MOESJE- managed and SEN institutions.

4. **TIMING, QUALIFICATIONS AND EXPERIENCE**

4.01 The assignment is expected to be executed between September 2022 - March 2023. The length of certification course will be proposed by the SOE but contact time should be sufficient to allow for certification at the level of a three-credit hour course. The tailoring of the SEN and gender-responsive cybersecurity toolkit, training materials, and training of trainers is expected to require a maximum of seven (7) person-days within this time frame. For the cybersecurity toolkit/training, the SOE will engage one key expert is expected to lead in the development of the gender-responsive cyber-security tool kit. This person should have a minimum of a master's degree in Information Technology, IT Management, Information Security, or a related discipline and at least five (5) years of experience working on related assignments.

5. **REPORTING REQUIREMENTS**

5.01 The SOE will report to the Project Coordinator (PC), MOESJE and will collaborate with the MOE, along with other stakeholders identified by the MOESJE. The PC will oversee the work of the Consultant, make available project-related information, and act as liaison between the Consultant and stakeholders.

5.02 The following reports shall be submitted in electronic form (in editable Microsoft Word format) either by email, or flash drive, shall be submitted to MOESJE.

- (a) Initial Report, within two weeks of commencement of the assignment, comprising the Certification Course and Cyber-Security Toolkit Proposal: This should include the following:
 - (i) Course Outline, implementation schedule, course content, participant materials, and assessment/certification mechanisms for the Effective Pedagogy for Distributed Teaching and Learning Course.
 - (ii) an outline for the tailored SEN and gender-responsive cybersecurity toolkit and training. This proposal should be informed by the data/information collected from country level actors.
- (b) Progress Report on certification course progress at the mid-point stage of course implementation and include the following, *inter alia*:
 - (i) Teacher attendance.
 - (ii) Degree of teacher involvement.
 - (iii) Teacher performance in meeting standards and requirements of the course.
 - (iv) Influence on teaching practice, with evidence.
 - (v) Key successes and/or challenges in course implementation with mitigation strategies.
- (c) Draft Tailored Cybersecurity Toolkit and Training Materials, within one month of the commencement of the assignment.

- (d) Draft Final Report, one month before the completion of the assignment: The Report should include information on outcomes of implementing the certification course, including participant evaluations and lessons learned. Additionally, this Report should include evaluation feedback from the training of trainers' session on the cybersecurity toolkit.
- (e) Final Report: This report should include the feedback on the draft final report along with the following: (i) the complete course package for the Tailored Effective Pedagogy for Distributed Teaching and Learning Course; and (ii) the final Cybersecurity Toolkit, which incorporates feedback from participants in the training of trainer's session.

5.03 All Reports shall contain sex- and age-disaggregated data, as appropriate.

DRAFT BUDGET
(USD)

Item	CDB	GOSL	Total
A. <u>CDB's Contribution:</u>			
1. Professional Fees:	16,900		16,900
2. Course Certificates	2,500		2,500
3. Consultations		1,000	1,000
4. Administrative Services	-	2,000	2,000
Sub Total	19,400	3,000	22,400
5. Contingencies (3%)	600	-	600
TOTAL	20,000	3,000	23,000
Percentage (%)	87	13	100

ECONOMIC ANALYSIS

INTRODUCTION

1. The proposed Project is expected to support the Government of Saint Lucia's efforts to ensure a minimum level of quality of life for vulnerable Saint Lucians affected by the COVID-19 crisis. The Project will, *inter alia*, provide income support and grants to over 8,496 poor and vulnerable Saint Lucians. It is expected that these cash transfers will reinforce health measures and help maintain minimum levels of well-being and income among those affected by the coronavirus in the immediate and recovery periods. These transfers will be conditional on the beneficiaries meeting criteria established by GOSL.

METHODOLOGY

2. A BCR was used to summarise the overall relationship between the relative cost and benefits of the project and its likely economic outcome. The viability of the Project is determined by its likelihood of generating a BCR greater than 1.0. The analysis also uses a cost efficiency ratio to examine the extent to which the project is cost efficient and a sensitivity analysis to determine the extent to which the economic results are robust.

BENEFITS

3. The main benefits quantified in this analysis are created by the income support provided to vulnerable persons amid the COVID-19 crisis. Specifically, the economic benefits of this Project are related to: (a) the increase in spending capacity of vulnerable households and working population whose ability to work has been negatively affected by the COVID-19 pandemic; and (b) the multiplicative effect of this spending in the economy. This approach has been used by other development organisations, such as the Inter-American Development Bank, to evaluate social protection initiatives using transfers. Additional details on the transfers and the economic multiplier are outlined below:

4. Cash Transfers: The benefits of the cash transfers are related to its monetary value and the multiplier effect associated with the increase in consumption. The value of the cash transfers by components are outlined below.

TABLE 1: BREAKDOWN OF COMPONENTS BY BENEFICIARIES
(XCD)

Components	Individuals/ Households (#)	Total
1. Protection using existing cash transfer programmes	902	1,922,400
2. Protection for the vulnerable population not on the rosters of transfer programmes working in the informal sector.	6,494	8,533,700
Total	7,396	10,456,100

Economic Multiplier

5. The multiplier effect is one of the chief components of Keynesian countercyclical fiscal policy. A key tenet of Keynesian economic theory¹ is the notion that an injection of government spending eventually leads to added business activity and even more spending which boosts aggregate output and generates more income for companies. The financial multiplier computes the "cumulative" effect that the increased level of public spending has on an economy with unemployed resources. For this Project, the increases in consumption will be facilitated by the transfers from GOSL to the groups of beneficiaries listed above. The multiplier will estimate the extent to which the cash transfer will stimulate economic activity in Saint Lucia more than the initial investment.

6. This analysis relies on three factors:

- (a) *The marginal propensity to consume (MPC)*², which is the proportion of national income that is spent by households on consumption of final goods and services;
- (b) *The marginal propensity to import (MPI)*³, which is the fraction of any change in income spent on imports; and
- (c) *The level of taxes levied on income received by beneficiaries.* The minimum income tax rate is 10% in GOSL with a personal allowance of XCD18,000. As the main beneficiaries of this programme are expected to be in the lower income categories, they would not be expected to pay income tax. However, the standard Value Added Tax rate in GOSL is 12.5% and this has been applied in the analysis.

7. Assumptions used in the analysis are as follows:

- (a) It is assumed that recipients respond homogeneously to transfers;
- (b) The propensity to consume is constant and unaffected by the pandemic and restrictive measures imposed by the government; and
- (c) Since the effect of transfers is short-term, the potential rise in productive capacity resulting from expanded demand (or accelerator effect) is not taken into account, which would further increase the product's multiplier effect.

8. The effect M of monetary transfer T to household of c type i (conditional transfers) can be calculated as follows:

$$Y_i = MT_i$$

with

$$M = \frac{1}{1 - c(1 - t) + m}$$

where:

1. T_i = the monetary transfer
2. c = marginal propensity for consumption
3. m = marginal propensity for importation
4. t = marginal propensity for taxes.

¹ What Is the Keynesian Multiplier? (investopedia.com)

² Marginal Propensity to Consume (MPC) Definition (investopedia.com)

³ Marginal Propensity to Import (MPM) - Overview, Formula, and Example (corporatefinanceinstitute.com)

9. Marginal Propensity for consumption and importation. Table 2 below outlines the economic indicators used in the estimation of the marginal propensity for consumption and importation. Estimates of the marginal propensity for consumption are based on the average ratio of consumption and gross domestic product of the last five years. Estimates of the marginal propensity for importation are based on the average ratio between importation and gross domestic product in the last five years.

TABLE 2: CALCULATION OF FISCAL MULTIPLIER

CALCULATION OF MULTIPLIER						
	2015	2016	2017	2018	2019	2020
PRIVATE CONSUMPTION (000EC\$)	2,798,900	3,199,900	3,161,200	3,057,200	2,894,800	
GROSS DOMESTIC PRODUCT AT CURRENT PRICES (000EC\$)	4,881,800	5,036,900	5,391,300	5,575,800	5,720,700	4,365,300
IMPORTS OF GOODS AND SERVICES (000EC\$)	1,368,383	1,805,607	1,686,506	1,780,478	1,618,742	1,366,601
<i>Source: Central Statistical Office - Saint Lucia, Moody's analytics</i>						
						Average
MARGINAL PROPENSITY TO CONSUME	0.57	0.64	0.59	0.55	0.51	0.57
MARGINAL PROPENSITY TO IMPORT		0.36	0.31	0.32	0.28	0.31 0.32
Fiscal Multiplier	1.22					

10. Table 3 summarises the Benefits of the cash transfers under the Project, using the multiplier effect.

TABLE 3: CALCULATION OF INCREMENTAL BENEFITS USING THE MULTIPLIER EFFECT

HOUSEHOLDS/INDIVIDUALS	Transfer by household/individual (XCD)	Number of payments	Number of beneficiaries	Total transfer (XCD '000)	Multiplier effect (XCD '000)	Net multiplier effect (XCD '000)
1. Protection using existing cash transfer programmes						
Vulnerable households on PAP waiting list	375	6	800	1,800	2,199	399
Vulnerable households on CDG waiting list	200	6	102	122	150	27
2. Protection for the vulnerable population not on the rosters of transfer programmes working in the informal sector.						
Income Support for persons who lost their jobs as a result of the COVID-19 pandemic - informal sector	500	3	4,900	7,350	8,978	1,628
Income support of minibus permit holders	800	1	1,289	1,031	1,260	228
Income support for licensed bar owners	500	1	305	153	186	34
TOTAL			7,396	10,456	12,772	2,315

COST

11. All transfers are considered as cost and benefit at t = 0. This follows the methodology proposed by Brent Robert J., 2013. "A cost-benefit framework for evaluating conditional cash-transfer programmes," Journal of Benefit-Cost Analysis, De Gruyter, vol. 4(2), pages 159-180. This is an applicable standard in all programmes involving conditional cash transfers. In addition, the incremental administrative cost for the transfers is computed, which varies according to type of transfer. 5% of the cost of transfers to vulnerable households registered in the social protection programs. It increases to 7% in the case of transfers to beneficiaries not registered in the current beneficiary programs; and finally, it is about 1.5% in the case of beneficiaries of unemployment subsidies. Table 4 presents costs by component and totals.

**TABLE 4: COMPONENT COSTS
(USD)**

HOUSEHOLDS	NUMBER OF HOUSEHOLDS/ INDIVIDUALS	TRANSFER COST (XCD '000)	ADMINISTRATIVE COST (XCD '000)	TOTAL COST (XCD '000)
1. Protection using existing cash transfer programmes				
Vulnerable households on PAP waiting list	800	1,800	126	1,926
Vulnerable households on CDG waiting list	102	122	9	131
2. Protection for the vulnerable population not on the rosters of transfer programmes working in the informal sector.				
Income Support for persons who lost their jobs as a result of the COVID-19 pandemic - informal sector	4,900	7,350	515	7,865
Income support of minibus permit holders	1,289	1,031	72	1,103
Income support for licensed bar owners	305	153	11	163
TOTAL COST			732	11,188

12. Table 5 estimates the total benefit-cost ratio by component.

TABLE 5: BENEFIT-COST RATIO BY COMPONENT

Items	Ratio
Benefits	12,772
Costs	11,188
Ratio Benefit/Cost	1.14

13. This analysis yields a benefit cost ratio of **1.14**, illustrating that the cash transfer programme will deliver a net economic benefit.

SENSITIVITY ANALYSIS

14. **Sensitivity Analysis:** This sensitivity analysis seeks to assess the extent to which the Project's BCR is resilient to changes in its key variables.

- (a) **Change to the propensity to consume:** Recipients' propensity to consume may be impacted by various factors such as social distance measures imposed in response to increasing COVID-19 cases; the demographic profile of the recipients (older recipients may spend less of the transfers than younger people or single person households may spend less than those with dependents); and overall economic uncertainty. The analysis indicates that a 20% reduction in the propensity to consume reduces the BCR to 1.02. For the BCR

to fall to 1, the MPC would have to be lower by 24%. However, the BCR of 1.14 determined in this economic analysis should be considered conservative. The targeted beneficiaries for this Project will be in the lower income categories with greater need of the transfers for basic need (e.g. food, health care etc.) than other segments of the population. Therefore, their marginal propensity to consume is likely to be significantly higher than the average population.

- (b) **Changes in cost to provide transfers to beneficiaries in the informal sector:** There is less information available on the proposed beneficiaries in the informal sector than for other recipients who are better known and are on the rosters of transfer programmes. Therefore, this category of transfers may require more effort than planned at higher costs. If the related transfer costs were increased by 50%, the BCR declines to 1.11. The sensitivity analysis further indicates that the cost of this component would have to increase by over 300% (to 22%) for the BCR to decline to 1, indicating the resilience of the project's benefits to changes in this variable.

15. The sensitivity analysis demonstrates robustness of the BCR to adverse changes to the assumptions underlying its calculation and reinforces the benefits to be derived from this intervention. A summary of the results of this analysis can be found below in Table 6.

TABLE 6: SENSITIVITY ANALYSIS

	Items	BCR	Switching Values
	Base Scenario	1.14	-
(a)	20% Reduction in propensity to consume	1.02	-24%
(b)	50% Increase in cost of Component 2	1.11	22%
(c)	(a) and (b)	0.99	-

16. **Cost Efficiency:** The efficiency of the Project can be assessed by the ratio of non-transfer costs (administrative costs) to total cost (administrative and transfers). The cost/transfer ratio for this project is 7% or 7 cents of administrative costs for every dollar of total costs. This is a reasonable estimate given the small size of the project and capacity constraints. Analysis conducted by the then Department for International Development in 2013 (now the Foreign, Commonwealth & Development Office) indicates ratios ranging from 5% to 15% in well-executed cash and in-kind transfers ⁴.

⁴ Guidance on measuring and maximising value for money in social transfer programmes -second edition (publishing.service.gov.uk)

GENDER MARKER ANALYSIS

Project Stage	Cycle	Criteria	Score
Analysis:		Consultations with relevant categories of males and females and relevant gender-related public/private sector organisations have taken place	0.5
		Sector analysis considers gender risks and gender disparities that impact the achievement of project outcomes.	0.5
Design:		Interventions are designed that lead to a reduction in gender disparities.	0.5
Implementation:		Terms of Reference of Project Coordinator include responsibility for ensuring that gender equality/social inclusion components are given attention, such ensuring that the Gender Equality Action Plan is implemented in a timely fashion.	0.5
Monitoring and Evaluation:		Collection of sex-disaggregated data is part of the project.	0.5
		One gender specific indicator at the outcome/output level in the RMF	0.5
Maximum Score			3.0

GENDER ACTION PLAN

Output	Activity	Responsibility
Output 1: Increased participation and equitable access to project benefits for vulnerable groups	<ol style="list-style-type: none">1. Social protection measures are targeted and consider how the pandemic affects vulnerable groups.2. Consider the socio-cultural barriers that prevent vulnerable groups from taking part in social protection programmes: child-care demands and time poverty, restricted mobility, illiteracy, limited access to information.3. Design and delivery of gender-responsive and socially inclusive communications strategy/sensitisation campaign to target caregivers of children with disabilities, caregivers of children in foster care, PLHIV, homeless and indigent sub-population, men and women, boys and girls and other vulnerable groups differently in the informal sector to increase access to project benefits.4. Continue to inform key social protection service providers working with vulnerable groups about support services for PWDs, Child Disability Grant, Homeless and Indigent Feeding Programme, PLHIV and Foster Care Programmes.	Government of Saint Lucia

DRAFT TERMS OF REFERENCE: EXTERNAL AUDIT

1. BACKGROUND

1.01 The Government of Saint Lucia (GOSL) has received financing from the Caribbean Development Bank (CDB), in an amount equivalent five million, one hundred and eighty-nine thousand United States dollars (USD5,189,000) (the Loan), from the Special Funds Resources. The financing was allocated from funds provided by the Inter-American Development Bank to CDB under the Global Loan Programme to build health, social and economic resilience in CDB Member Countries of the Organisation of Eastern Caribbean States, during the Coronavirus Disease 2019 (COVID-19) crisis.

2. OBJECTIVE

2.01 The objective of the audit engagement is for the Auditor to: express an opinion (or disclaim an opinion, if applicable) on the Project's Statement of Cash Flow and the Statement of Cumulative Investments for the accounting period ending on that date. The Project's books of account provide the basis for preparation of the financial statement and are established to reflect the financial transactions in the Project.

2.02 The specific objectives are to obtain an opinion from the independent auditor regarding:

- (a) Whether the financial statements of the Project and/or entity reasonably present the financial situation of the Project and/or entity.
- (b) The reasonableness of the supplementary financial information.
- (c) Compliance of the executing agency and/or borrower with the terms and conditions of the Loan Agreement (the Agreement) and applicable laws and regulations. The auditor must evaluate the following:
 - (i) Compliance - by means of an integrated audit of the procurement and disbursement process with the norms and procedures established in the Loan Agreement, for the selection, award, contracting, receipt, and payment of goods and services and consulting procured and financed with the Loan proceedings and local counterpart funds, as such the validity of the supporting documentation and eligibility of the expenditures presented in the disbursement request.
 - (ii) In order to verify the proper application of procurement and disbursement procedures established in the Loan Agreement and the eligibility of the expenditures, the auditor should verify that the supporting documentation:
 - (aa) is adequately supported by reliable invoices and maintained in the records of the executing agency;
 - (bb) was duly authorised;
 - (cc) corresponds to eligible expenditures in accordance with the Terms and Conditions of the Loan; and
 - (dd) was properly recorded.

- (d) A sample of inspection visits to works financed with project resources in order to verify that they are being executed in accordance with the approved plans and specification in the respective contracts; Visits to project beneficiaries to verify the eligibility of the beneficiary and /or the expenditure,
- (e) A review of the procedures to record, control and maintain goods acquired with the project funds; and
- (f) The auditor should evaluate and report on:
 - (i) The misuse or misappropriation of funds (intentional or not intentional) identified during the audit, segregating the amounts paid for ineligible expenditures to the Project, indicating the number of the invoices, items, and description; and
 - (ii) The status implementation of any prior recommendations.

3. SCOPE AND STANDARDS TO APPLY

3.01 The audit will be conducted in accordance with International Standards on Auditing. Those standards require that the auditor plans and performs the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. The audit should include examining, on a test basis, evidence supporting the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

3.02 In evidencing compliance Agreement, the auditor is expected to carry out test to confirm that:

- (a) All external funds have been used in accordance with the conditions of the relevant financing agreements.
- (b) Counterpart funds have been provided and used in accordance with the relevant financing agreements.
- (c) Goods, works and services financed have been procured in accordance with the relevant financing arrangement.
- (d) All necessary supporting documents, records and accounts have been maintained in respect of all project activities.

3.03 The Financial statements include statement of cash receipts and payment notes, comprising a summary of significant accounting policies and other explanatory notes.

3.04 The internal control evaluation should include testing the effectiveness of control in the procurement process and payment for goods, works and services for the period reviewed, based on a representative sample for the purpose of reducing audit risks.

4. AUDIT REPORTS

4.01 The Auditor will issue an audit opinion on the financial statement. In addition to the audit opinion, the auditor will report on, but not limited to the following, either in the audit report or in the report to the management:

- (a) Provide comments and observations on the accounting records, systems and controls that were examined during the course of the audit; Identify specific deficiencies and areas of weaknesses in systems controls and make recommendation for their improvement.
- (b) Report on instances of noncompliance with the terms a of the Agreement.
- (c) Quantify and report expenditures that are considered to be ineligible, paid out of the Designated Account (if applicable) or which have been claimed from CDB.
- (d) Communicate matters that have come to the auditor's attention during the audit which might have a significant impact in the implementation of the Project.
- (e) Call the borrower's attention to any other matter that the auditor considers pertinent.

5. INTENDED USERS OF THE REPORT, LIMITATION OF USE, AND DISTRIBUTION

5.01 The Auditor's Report is intended for the Recipient/Executing Agency and CDB.

5.02 Three (3) hard copies of the Auditor's Reports as well as the version in electronic format, must be submitted by the Auditor to CDB.

6. DEADLINE FOR SUBMISSION OF THE AUDIT REPORT

6.01 It is anticipated that the external audit engagement will require a maximum of twenty (20) person-days.

7. QUALIFICATIONS AND EXPERIENCE

7.01 The auditor should be a qualified chartered accountant with membership of one or more professional accountancy bodies, e.g. Association of Chartered Certified Accountants, and holds a relevant external audit practicing certificate. The auditor should have at least ten (10) or more years of relevant external auditing experience.

8. GENERAL

8.01 The auditor is entitled to unlimited access to all information and explanations considered necessary to facilitate the audit including legal document, project preparation and supervision reports, report of review and investigation, correspondence and credit account information. The auditor may also seek written confirmation of amounts disbursed and outstanding in the

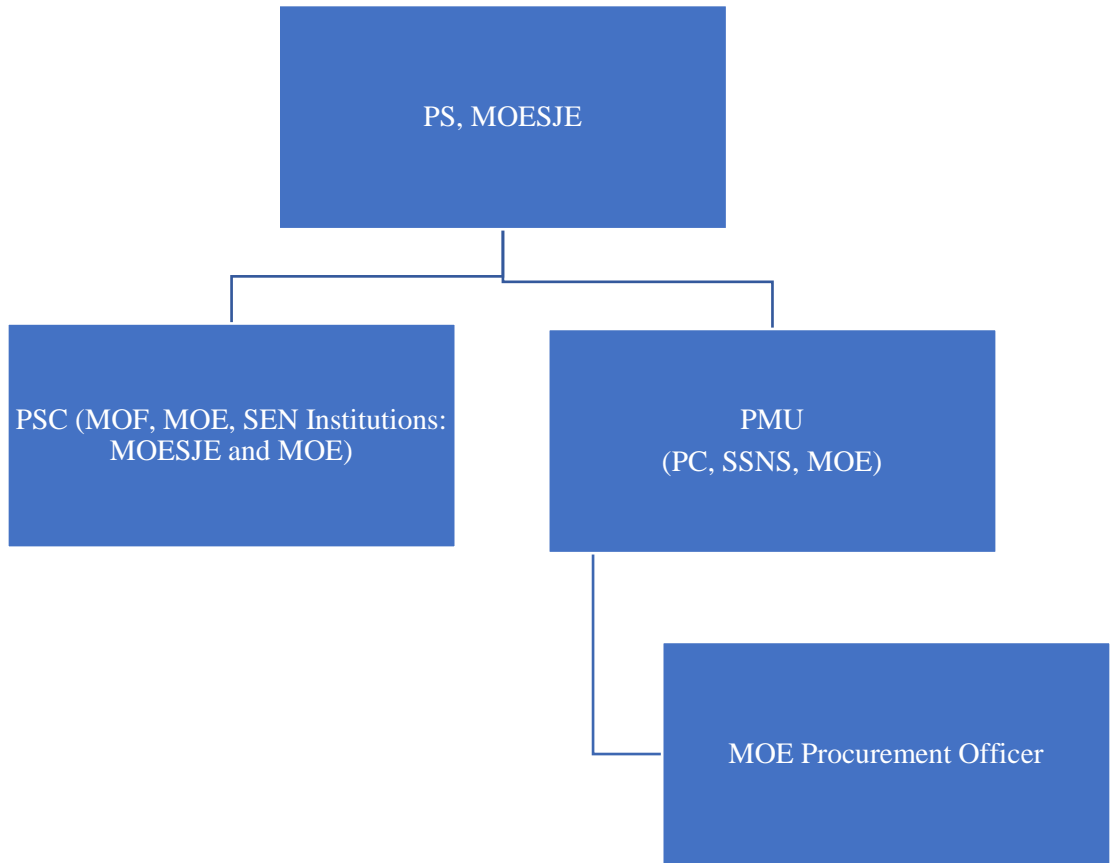
9. BUDGET

9.01 The total budget is \$20,000. Reflecting professional fees of \$1,000.00 per day over 20 person days.

SUMMARY OF RISK ASSESSMENT AND MITIGATION MEASURES

Risk Category	Risk Type	Description of Risk	Mitigation Measures
Operational	Financial	COVID-19 is expected to continue to negatively affect economic growth, resulting in likely budget cuts to critical social services.	GOSL continues to explore sustainable macro-economic and fiscal policies as well as develop partnerships to finance social sector programmes, including education, health, and social services.
	Operational	Global supply chain challenges and increased demand for ICT equipment as a result of COVID-19 could delay device delivery therefore affecting the project's execution time and effectiveness	GOSL has confirmed that local suppliers have the capacity to deliver the quantity of specified IT equipment; additionally, items will be evaluated individually to allow procurement from multiple suppliers, where necessary, facilitating efficiencies in the procurement process.
	Political Environment	The social protection components are implemented primarily by public agencies, and beneficiaries' perception of the efficacy and even-handedness of public agencies may affect their readiness to be involved in the various project components	GOSL has fostered comprehensive participatory engagement among public, private and civil society in the design of the programme. State agencies, established by law to provide the relevant services and benefits, are utilised with their updated processes and empirically verifiable mechanisms. Moreover, a comprehensive media campaign will be designed for awareness and sensitisation of the programme to all targeted beneficiaries.

ORGANIGRAMME OF PROJECT MANAGEMENT ARRANGEMENTS



DRAFT TERMS OF REFERENCE: SOCIAL SAFETY NETS SPECIALIST

1. BACKGROUND

1.01 The Government of Saint Lucia (GOSL) has requested assistance from the Caribbean Development Bank (CDB) in financing a COVID-19 response project aimed at providing support to vulnerable cohorts of the population affected by the crisis. The Project is intended to support Government's efforts to address basic needs and maintain minimum income levels for those affected by the coronavirus in the immediate period and during the recovery, and enhance continuity of learning, inclusion, and resiliency in the social sector and special education subsector. The intended outcomes are expected to be achieved through access to timely and cost-effective income-support, cash transfers to vulnerable groups including children, females, youth, Persons with Disabilities, Persons Living with HIV, and the homeless and indigent. The Project also supports institutional strengthening in the social sector and the Special Education Needs subsector to engender inclusive, high-quality distributed teacher-learning.

1.02 A Social Safety Nets Specialist (SSNS) is required to support the Project and will form part of the Project Management Unit (PMU) and will provide strong technical support to the Project Coordinator. The PMU will be located in Ministry of Equity, Social Justice, and Empowerment (MOESJE).

2. OBJECTIVE

2.01 The objective of this consultancy service is to facilitate effective coordination and implementation of key project components towards effective delivery of social assistance to those most in need. Effective coordination and implementation of project components will also contribute towards the timely delivery of social protection services which fosters an adaptive mechanism that strengthens resilience-building of households and individuals.

3. SCOPE OF SERVICES

3.01. The SSNS shall be responsible for providing technical assistance and support with the implementation of horizontally expanded social assistance programmes to include eligible Public Assistance Programme beneficiaries (including those on the waiting list), as well as interventions that support continuity of learning for vulnerable students in Special Education institutions overseen by Ministry of Education. In addition, support will be provided for vulnerable students receiving care and protection within state-funded facilities under the purview of MOESJE. The Specialist will work in collaboration with several key stakeholders to ensure harmonisation of efforts to deliver the intervention efficiently and effectively. Consequently, the responsibilities of the SSNS will include, but are not limited to:

- (a) Promote the various elements of the Project among stakeholders, including potential project beneficiaries, participating Ministries and Agencies, and Development Partners.
- (b) Liaise with the Consultant undertaking the Information Communications Technology (ICT) Needs Assessment of Vulnerable households in the Public Assistance Programme (PAP) to support continuity of learning.
- (c) Confirm the beneficiary list for households and individuals registered to receive project assistance to mitigate errors of inclusion and exclusion.
- (d) Facilitate information dissemination on project components to encourage individuals to access project offerings.

- (e) Liaise with key Ministries, Agencies and Third Sector Organisations to ensure timely implementation of the components of the Project and harmonisation with other social protection initiatives.
- (f) Provide monthly reports on implementation progress of assigned project components.
- (g) Attend and co-facilitate meetings, as required.

4. EXPERIENCE AND QUALIFICATIONS

4.01 The SSNS should have a minimum of the following qualifications:

- (a) A Graduate Degree or commensurate qualifications in the Social Sciences or a relevant field with a minimum of five (5) years' experience relevant to the implementation of social protection programmes/projects and monitoring and evaluation.
- (b) A keen understanding of social protection beneficiary systems, and programmes/interventions that strengthen human capital. Experience in mainstreaming gender in such programmes would be an asset.

5. DURATION

5.01 The assignment is expected to last for no more than 12 months from the date of contract signing.

6. BUDGET

6.01 It is estimated that the budget for the assignment would be thirty-six thousand United States dollars (\$36,000.00), i.e.: \$3,000 per month for 12 months.

DRAFT TERMS OF REFERENCE

**DUTIES AND RESPONSIBILITIES OF THE PROJECT STEERING COMMITTEE
AND THE PROJECT COORDINATOR**

1. BACKGROUND

1.01 The duties and responsibilities of the Project Steering Committee (PSC) and the Project Coordinator (PC) are as follows:

2. PROJECT STEERING COMMITTEE

2.01 A PSC comprising key stakeholder ministries and agencies will also be established and will report to the PS, Ministry of Equity, Social Justice and Empowerment (MOESJE) on strategic matters in relation to the Project. The PSC will comprise representatives of MOESJE, Ministry of Finance (MOF), Ministry of Education (MOE), a representative of civil society/nongovernmental organisation.

2.02 The PSC shall, *inter alia*:

- (a) provide overall operational guidance for programme implementation to ensure that the programme meets its objectives, in line with GOSL policy;
- (b) approve the Work Programme and Budget submitted by the PC;
- (c) provide assistance and guidance to the Project Implementation Unit (PIU) in handling implementation and coordination problems brought to its attention; and
- (d) monitor the efficiency and effectiveness of the resource allocation requirements for the programme.

2.03 The PSC will meet monthly, and more often if required. The PC may request additional meetings when faced with extraordinary situations. The Chairperson shall convene PSC meetings.

3. PROJECT COORDINATOR

3.01 The responsibilities of the PC include, but are not limited to:

- (a) Focal point for the social protection programme, monitoring the implementation of all components of the programme and informing the PIU and the Caribbean Development Bank (CDB) of any events likely to impact negatively on implementation.
- (b) Facilitate project coordination, collaboration and processing all activities under the Project, monitoring the progress of components, and ensuring that end-of-activity reports are submitted and commented on in a timely manner.
- (c) Liaise with MOESJE, MOF, on fiduciary aspects overseeing the work of all project components' partners.
- (d) Prepare monthly and quarterly reports for MOESJE and MOF, respectively.
- (e) Submit claims for disbursement or reimbursement to CDB.
- (f) Manage project implementation as per schedule and liaise with CDB on all technical and administrative aspects of the Project.
- (g) Develop Master Project Plan for all project activities, serving as secretary to PSC and attending PSC meetings on at least a quarterly basis.
- (h) Monitor, evaluate, and schedule project workplan activities and supervising the staff.
- (i) Consolidate technical progress reports and monitoring and evaluation, ensuring the incorporation of social and gender analysis and responsiveness at appropriate stages of the

Project's output including, *inter alia*, attention to the needs of males and females, Persons with Disabilities, and persons with special education needs.

- (j) Responsible for ensuring that the Gender Action Plan is given attention and implemented in a timely fashion.
- (k) Coordinate engagement with key stakeholders, in developing, implementing, and monitoring of the Project's Communication Strategies.
- (l) Undertake any other duties that may be required.

4. QUALIFICATION AND EXPERIENCE

4.01 Competencies:

- (a) Professionalism.
- (b) Ability to work independently and to maintain flexibility in working hours.
- (c) Demonstrated effective planning and organisational skills and ability to handle work in an efficient and timely manner.
- (d) Proven experience and technical ability to manage social protection projects.
- (e) Demonstrated ability to develop and maintain effective work relationships with counterparts.
- (f) Communication – Ability to write in a clear and concise manner and to communicate effectively, orally.
- (g) Ability to work effectively with stakeholders.
- (h) Strong spoken and written communication skills and fluency in the English language.
- (i) Proven influencing and collaboration skills.
- (j) The Consultant must be a citizen of a CDB Member Country or a permanent resident of a member country.

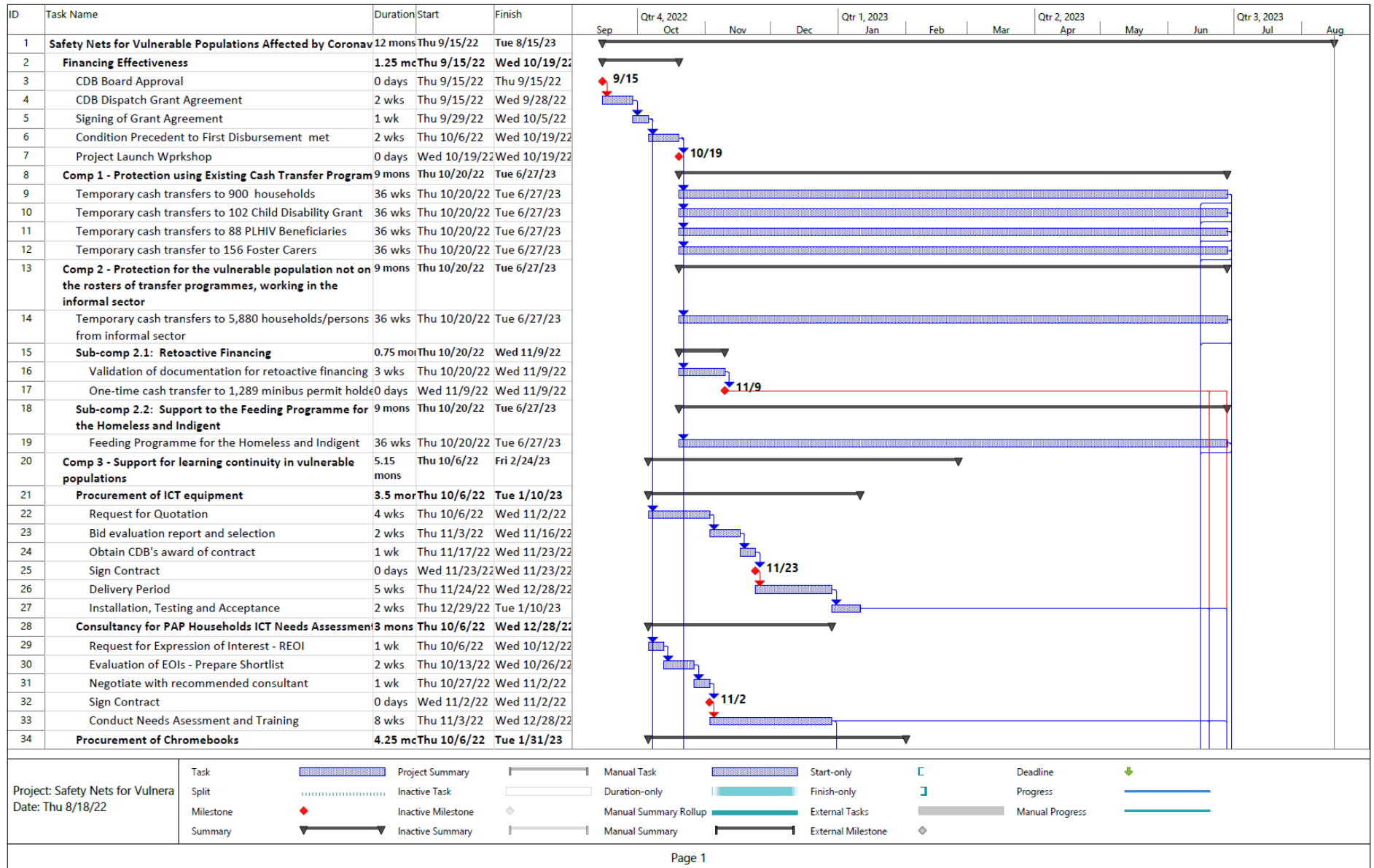
4.02 Education: Master's Degree in the any of the following: Project Management, Business Management, Strategic Management or a relevant field.

4.03 Experience:

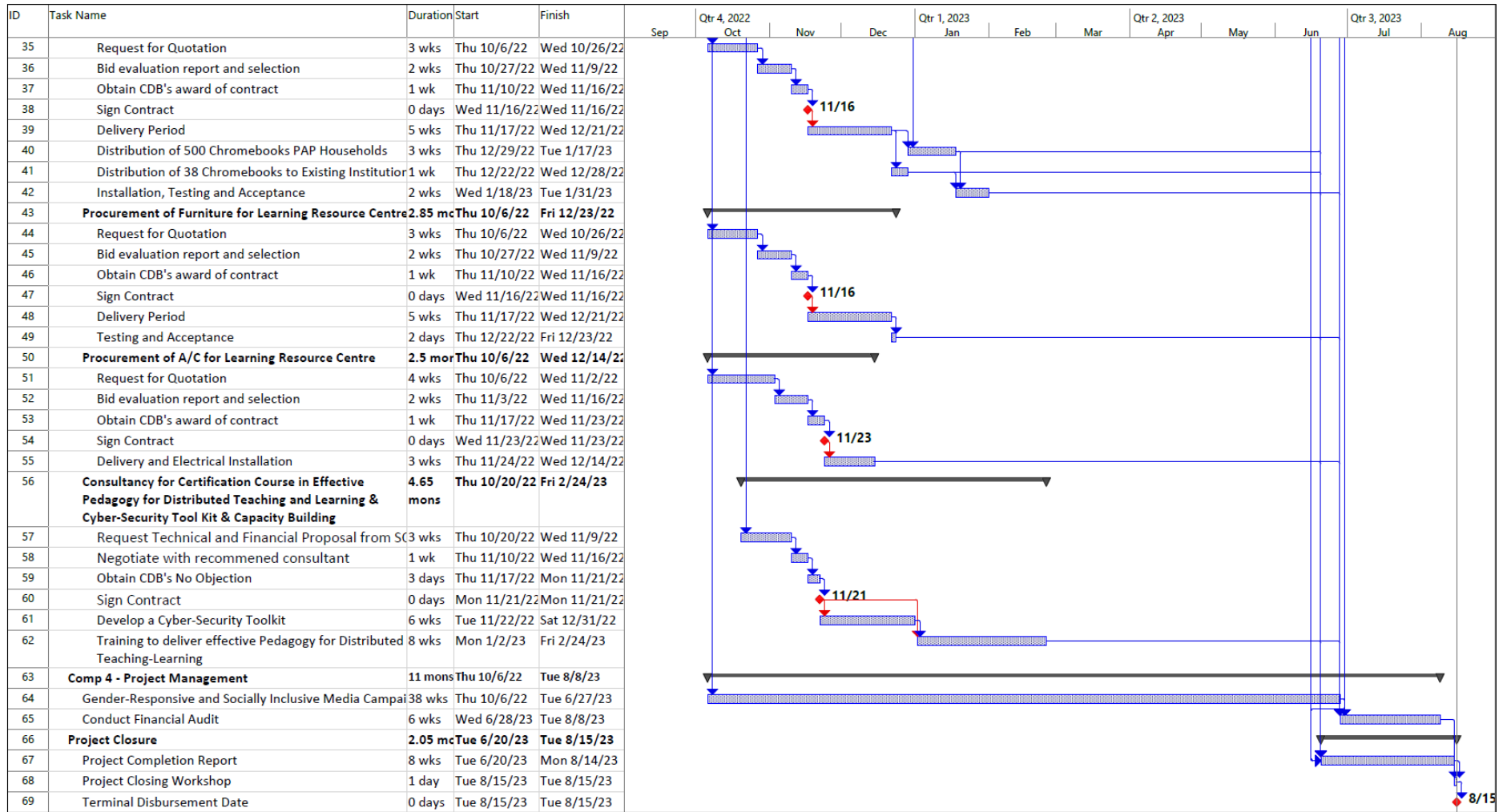
- (a) A minimum of five years' experience in leading a similar initiative.
- (b) Experienced in managing projects.
- (c) Wide range of experience in building good working relationships with a variety of stakeholder groups.
- (d) Project delivery in partnership with multiple suppliers.
- (e) Experience of Procurement concepts and principles – Preferred.

4.04 Language proficiency: Fluency in written and spoken English. Knowledge of creole would be an asset.

PROJECT IMPLEMENTATION SCHEDULE



PROJECT IMPLEMENTATION SCHEDULE (Cont'd)



Project: Safety Nets for Vulnerable Date: Thu 8/18/22	Task		Project Summary		Manual Task		Start-only		Deadline	
	Split		Inactive Task		Duration-only		Finish-only		Progress	
	Milestone		Inactive Milestone		Manual Summary Rollup		External Tasks		Manual Progress	
	Summary		Inactive Summary		Manual Summary		External Milestone			

APPENDIX 3.5

PROJECTED DISBURSEMENT SCHEDULE
USD'000

YEAR	QUARTER	SFR-IDB	FINANCE CHARGES	TOTAL	CUMULATIVE
2022					
	2022-Q4	1,970	-	1,970	1,970
Sub-total		1,970	-	1,970	1,970
2023	2023-Q1	1,335		1,335	3,305
	2023-Q2	1,131		1,131	4,436
	2023-Q3	781		781	5,217
Sub-total		3,247	-	3,247	5,217
Total		5,217	-	5,217	5,217

EXCLUSION LIST OF PROHIBITED EXPENDITURES

1. The Programme will not provide financing to sub-projects or sub-companies involved in the production, trade, or use of the products, substances or activities listed below:
 - (a) Those that are illegal under host country laws, regulations or ratified international conventions and agreements.
 - (b) Weapons and ammunitions.
 - (c) Tobacco.
 - (d) Gambling, casinos and equivalent enterprises.
 - (e) Wildlife or wildlife products regulated under Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).
 - (f) Radioactive materials.
 - (g) Unbonded asbestos fibres.
 - (h) Forestry projects or operations that are not consistent with the IDB's Environment and Safeguards Compliance Policy (GN-2208-20).
 - (i) Polychlorinated biphenyl compounds (PCBs).
 - (j) Pharmaceuticals subject to international phase outs or bans.
 - (k) Pesticides/herbicides subject to international phase outs or bans.
 - (l) Ozone depleting substances subject to international phase out.
 - (m) Drift net fishing in the marine environment using nets in excess of 2.5 km. in length.
 - (n) Transboundary trade in waste or waste products, except for non-hazardous waste destined for recycling.
 - (o) Persistent Organic Pollutants (POPs).
 - (p) Non-compliance with workers' fundamental principles and rights at work.

2. The Programme will exclude financing of projects:
 - (a) Having a potential negative impact on established protected areas and cultural sites.
 - (b) Involving the introduction of invasive species.
 - (c) Involving involuntary resettlement of population.
 - (d) Involving economic displacement of population.
 - (e) Involving the following activities: extractive industries, large scale farming and agriculture (more than 3000 has), and extensive livestock farming on surfaces larger than 12,000. Has and feedlots of more than 2,500 animals.

PROCUREMENT PLAN

I. General

Project Information:

Country: Saint Lucia (GOSL)

Borrower: GOSL

Project Name: Safety Nets for Vulnerable Populations Affected by the Coronavirus

Project Implementing Agency (PIA): Ministry of Equity, Social Justice and Empowerment

1. **Bank's Approval Date of the Procurement Plan** Original: September 15, 2022
2. **Period Covered by This Procurement Plan:** September 15, 2022, to August 15, 2023

II. Goods and Works and Non-Consulting Services

1. **Prior Review Threshold:** Procurement decision subject to Prior Review by the Bank as stated in the Procurement Procedures:

	Selection Method	Prior Review Threshold	Comments
1.	ICB (Goods)	All subject to prior review	
2.	LB (Goods) – (national)	All subject to prior review	

2. **Prequalification:** Not applicable.
3. **Reference to (if any) Project Operational/Procurement Manual:** Procurement Policy for Projects Financed by CDB (November 2019) and Procurement Procedures for Projects Financed by CDB (January 2021).
4. **Any Other Special Procurement Arrangements:** In accordance with the IDB COVID-19 Loan Facility, procurement eligibility shall be extended to IDB member counties, which are not CDB Member Countries.
5. **Procurement Packages with Methods and Time Schedule.**

1	2	3	4	5	6	7	8	9
Ref No.	Contract (Description)	Estimated Cost (USD)	Selection Method	Prequalification (Yes/No)	Regional Preference (Yes/No)	Review by Bank (Prior/Post)	Expected Bid-Opening Date	Comments
1	Procurement of ICT equipment	█	ICB	No	No	Prior	November 2022	
2	Procurement of Furniture for Learning Resource Centre	█	LB – National	No	No	Prior	October 2022	
3	Procurement of an Air Conditioning Unit for the Learning Resource Centre	█	LB - National	No	No	Prior	November 2022	

III. Consulting Services

1. **Prior Review Threshold:** Procurement decision subject to Prior Review by the Bank as stated in the Procurement Procedures:

	Selection Method	Prior Review Threshold	Comments
1.			
2.	Direct Selection	All subject to prior review	
3.	Individual Consultant Selection	All subject to prior review	

2. **Short list comprising entirely of national consultants:** na

3. **Reference to (if any) Project Operational/Procurement Manual:**
Procurement Policy for Projects Financed by CDB (November 2019) and Procurement Procedures for Projects Financed by CDB (January 2021).

4. **Any Other Special Procurement Arrangements:** In accordance with the IDB COVID-19 Loan Facility, procurement eligibility shall be extended to IDB member countries, which are not CDB Member Countries.

5. Procurement Packages with Selection Methods and Time Schedule

1	2	3	4	5	6	7
Ref No.	Assignment (Description)	Estimated Cost (USD)	Selection Method	Review by Bank (Prior/Post)	Expected Proposal Submission Date	Comments
1	Consultancy Services to Deliver a Certification Course in Effective Pedagogy for Distributed Teaching-Learning tailored to Instructors Working with Special Education Needs (SEN) and to Develop a Cyber-Security Toolkit for Use with Teachers, Students, and Households of SEN Institutions and Institutions in the Social Sector Providing Rehabilitative and/or Residential Care Services for Students.	-	DS	Prior	Oct 2022	University of the West Indies, Cave Hill to tailor and conduct certificate course and develop the tool kit as they implemented the course across the OECS between Jan-Feb and are expected to deliver a similar tool kit St. Kitts and Nevis, also through a CDB/IDB Covid response line of credit, so the logic is to tailor the training and tool kits to the populations served
2	Consultancy Services to Conduct a Needs Assessment and Develop a Monitoring Tool for Deploying ICTs to Support the Continuity for vulnerable households in the PAP.	-	NBF	N/A	Oct 2022	Funded by IDB using a separate funding source outside of the LOC.
3	Project Coordinator	-	ICS	Prior	2022	
4	Social Safety Nets Specialist	-	ICS	Prior	Sept 2022	

IV. Implementing Agency Procurement Capacity Building Activities with Time Schedule

In this section the agreed Procurement Capacity Building Activities are listed with time schedule.

No.	Expected Outcome/ Activity Description	Estimated Cost	Estimated Duration	Start Date	Comments
1	Procurement Training	-	2 hours	TBD	Training to be done at Project Launch Workshop

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

REPORTING REQUIREMENTS

Report Implementation		Frequency	Deadline for Submission	Responsibility
1.	Report on Implementation Status of the Project including the progress status of each project component	Quarterly	Within six weeks of the end of each quarter.	PC
2.	Monthly Progress Reports detailing achievements in relation to planned activities, budget analysis, disbursement, and financial plan.	Within 14 days of the end of each calendar month	Within 4 weeks of the end of each month.	PC
3.	Report on indicators being monitored	Quarterly		PC/SSNS, MOESJE (Social Policy and Research Unit)
4.	External Project Financial Audit with accompanying management letter and responses	Once	Within 6 months following the final Project disbursement	PC
5.	PCR prepared in collaboration with MOESJE and MOE	Within 4 months of project completion	Within three months of completion of project components	PC
6.	Procurement Plan	At year annually or more regularly as required	Within six weeks of the end of each quarter or as necessary.	PC
7.	Reporting on Flow of Funds: (a) Statement of Account from CF on disbursements received from CDB and drawdowns made by MOESJE related to the Project; and (b) Statement of Expenditure	Monthly		PC