

GOVERNMENT OF THE REPUBLIC OF SOUTH SUDAN



**Ministry of General Education and Instruction
&
Ministry of Higher Education, Science, and Technology**

**Building Skills for Human Capital Development in South (P) Sudan and Additional Financing
(P178654)**

Stakeholder Engagement Plan (SEP)



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ABBREVIATIONS AND ACRONYMS

CBO	Community-Based Organization
CEC	County Education Centers
CPF	Country Partnership Framework
CSO	Civil Society Organization
DG	Director General
EGRA	Early Grade Reading Assessment
ESCP	Environment and Social Commitment Plan
ESF	Environment and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESSP	Education Sector Strategic Plan
FCV	Fragility, Conflict and Violence
GRSS	Government of The Republic of South Sudan

MS&AA	Member State & Administrative Areas
GBV	Gender-based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GNI	Gross National Income
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
IDA	International Development Association
IDPs	Internally Displaced Persons
IP	Implementing Partner
IPF	Investment Project Financing
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MoGEI	Ministry of General Education and Instruction
MoHEST	Ministry of Higher Education, Science, and Technology
NGO	Non-governmental Organization
OIP	Other Interested Parties
OP	Operational Policy
PAI	Project Area of Influence
PCU	Project Coordination Unit
PDO	Project Development Objective
PIU	Project Implementation Unit
POM	Program Operation Manual
PSC	Project Steering Committee
RPF	Resettlement Planning Framework
SEA	Sexual Exploitation and Abuse
TA	Technical Assistance
TOR	Terms of Reference
WBG	World Bank Group

0. Executive Summary:

The continuous wars in South Sudan have had a major role in the decline in quality of educational infrastructure in the country. The schools have different levels of damage with some being completely damaged. The schools that are currently operational do not have adequate capacity for the school going population. There are also nonoperational schools due to lack of funds to rehabilitate and operationalize, lack of security and risk of floods. The neighboring countries (Sudan, Democratic Republic of Congo and Central Africa Republic) that are in crisis have their refugees immigrating to the country. They settle in Upper Nile, Unity, Western Bahr El Ghazal, Northern Bahr El Ghazal, Central Equatoria and Western Equatoria. In these areas, their children enroll in the functioning schools exerting even more pressure on the schools. The pressure is also caused by the inadequate number of trained teachers, inadequate school materials and lack of funds to rehabilitate the nonfunctional nearby schools. There are trained teachers among the refugees however, being from Arabic and French speaking countries, a language barrier exists between them and the English speaking teaching force. The Ministry of General Education and Instruction has started implementing the Building Skills For Human Capital Development South Sudan Project (P187654) in Upper Nile, Central Equatoria, Western Equatoria and Ruweng Administrative Area, and from the assessment carried out recently, there is need for more to be done within the parent project areas and the Additional Financing proposed states of Unity, Northern Bahr el Ghazal and Western Bahr el Ghazal.

There is an urgent need to refurbish and re-operationalize additional schools to accommodate the refugees , returnees and host communities' learners, to ease pressure in the currently operational schools and to attract and enroll school age children who are out of school and engaged in child labor such as tea selling in the streets, motorcycle riders in the town, shoe shinning business etc.; training of more teachers through preservice and in-service for teacher trainees, accelerated secondary education program (ASEP) for volunteer teachers and Intensive English Course (IEC) for refugee trained teachers, provision of school materials and equipment for re-operationalized schools, formation and training of School Management Committees and Parents Teachers Associations to effectively and efficiently manage the schools and ensure continuity even after the project closes in 2028. MoGE&I is committed to distribution of education services equally throughout the country to fight illiteracy and ignorance.

A grievance redress mechanism will be established for BSHCDP SS for purposes of accountability and transparency between the stakeholders. MoGE&I is in the process of acquiring a toll-free telephone line from the National Communication Authority of South

Sudan and telephone service providers in South Sudan. In the meantime, the Social Safeguard Specialist (Grace Sukeji Legge) personal telephone number (+211924001129) is being shared during stakeholders engagement meetings for use in case there is need for communications and P.O.Box 567 Ministries Complex.

1.0 INTRODUCTION

1.1 Background

South Sudan was plagued by years of conflict that limited access to quality education and training, which constrained its growth and human capital accumulation. South Sudan had a score of 0.31 on the World Bank's Human Capital Index (HCI) in 2020, which means that a South Sudanese child born in that year will only be 31 percent as productive by age 18 as she could have been if she had access to full health and complete education. The Government of South Sudan prioritizes the education and agriculture sectors; however, the absence of skills for teaching and agriculture are a critical constraint to developing these sectors. Teachers are a critical bottleneck to tackle challenges in both access and quality. A high proportion of teachers do not have the minimum qualifications and an even higher proportion are part-time or volunteers. As of 2021, 72 percent of primary teachers were not on the payroll, and 51 percent of all teachers were not trained, and only 13 percent of teachers at all levels are female. South Sudan has a young population, with an average age of 19, and 45 percent under the age of 15. At the same time, lack of skills for productive agriculture practices prevents the country from benefitting from its vast natural resources and addressing its food security issues.

The World Bank is supporting the government of South Sudan by funding Building Skills for Human Capital Development Project (BSHCD-SS P178654) to increase skills development opportunities in teaching and digital agriculture and strengthen the capacity for management of the education system. This project was effective from 28th Of February 2024 for the next five years (2024-2028). This project has four major components as described below and funded by

International Development Association (IDA) a grant of US\$ 100 million. With the current crisis in the neighboring countries such as Sudan, the influx of refugees coming in to the country in search of safety and peace. These refugee families came along with school aged children who have been enrolled into the host community's schools to learn that has caused immense pressure in the schools in Northern Bahr el Ghazal, Western Bahr el Ghazal and Unity states. According to the project appraisal document, the environmental and social risks ratings are substantial, as the stakeholders risk rating remains moderate. Assessment and management of environmental and social risks are also relevant as most of the environmental and social standards are relevant too in this project.

The project is aligned to the Government of South Sudan Revised National Strategy 2021-2024, and the Government's General Education Strategic Plan022. The project will specifically support the attainment of five of the country's priorities under the strategies mentioned above:

- Supporting teacher training institutions and expand pre-service and in-service teacher Training to address the poor quality of education.
- Increasing institutional capacity and systems at national and state levels. and improving coordination between the Ministry of General Education and Instruction (MoGE&I) and the Ministry of Higher Education, Science, and Technology (MoHEST)
- Incorporating Information and Communications Technology (ICT) in the delivery of education and skills training.
- Modernizing agriculture which presents an opportunity for economic diversification in the short and medium term and will create job opportunities for the young population.
- Expanding access to education for children, adolescents, and youth, especially those from marginalized communities such as pastoralists, Internally Displaced Persons (IDPs), minority groups.
- Re-operationalization of schools in refugee host areas which will include
 - refurbishment and equipment of schools to provide safe and conducive environment for learning
 - Provision of school grants to support operation expenditures related to provision of teaching materials and school maintenance.
 - Receive support to establish school management committees and parents teacher Associations.
 - To provide teachers selected through a merit based process

1.2 Project description

The Project is supporting South Sudan in establishing the minimum skills base needed to accelerate human capital formation for both host communities and refugees by addressing skills constraints in key sectors that contribute to human capital—education and agriculture. In both these sectors, a lack of critical skills is a binding constraint for improving sector performance and will need to be addressed to enable complementary investments to produce returns. The Project interventions will focus on:

- enhancing teachers' skills including the refugee teachers to strengthen education delivery through in-service and pre-service professional development and Intensive English Course for Arabic pattern teachers especially refugee teachers from Sudan;
- fostering the development of digital skills in youth through the piloting of a blended education model for a digital agriculture program;
- strengthening the government's capacity to manage the education system by providing technical assistance and capacity building to the MoGE&I and the MoHEST, strengthening information management systems, Project Implementation Unit have been established in both ministries to manage Project activities and are already working very closely with the ministry's focal point persons. In addition, given the dire status of the large refugee population in South Sudan and the low education outcomes of its host communities, additional support will be provided to these communities to lift their education status. The project will have four components as described below.

The additional financing will not fund new activities but scale up on the existing ones in the parent project of strengthening teacher training and building capacity of education managers, and short-term interventions that can rapidly increase learning opportunities with a focus on the most disadvantaged communities in South Sudan, specifically those residing in rural areas, girl, and people living with disabilities. The government is committed to delivering services to these disadvantaged group and that is why Hon. Minister Awut Deng is scheduled to travel to one of the hard to reach areas in Upper Nile state soon.

The project aims to strengthen teacher training and building capacity of education managers, short-term interventions that can rapidly increase learning opportunities with a focus on the most disadvantaged communities in South Sudan, specifically those residing in rural areas and girls. The project proposes to leverage South Sudan's strengths, specifically its high mobile telephony penetration, to test innovative approaches to enhancing teacher quality and provide effective teaching and learning materials to students using digital technology. The project will also support the development of essential foundations for any

intervention to be successful/sustainable in South Sudan, i.e., a robust system for regularly and reliably collecting data on sector outcomes. The project will focus specifically on building systems to systematically and regularly collect information on student learning achievements. However, face to face communication will still be used as we build the digital systems

The Parent project aims to create development of human skills and strengthening of education system management through teacher training learning institutions in South Sudan including the refugees and returnees. It seeks to ensure that the effective teacher training leads to the development of teacher and youth's skills in education and agriculture respectively. Expected project outcomes are:

- Improvements in teacher quality;
 - Improvements in data quality and management;
 - Improvement in governance and transparency in accountability of public resources.
- The project will have three components and sub components as described below.

Component 1: Teaching Skills to Strengthen Education Delivery. This component has two subcomponents namely: 1.1: strengthening pre-service teacher professional development; and 1.2: strengthening in-service teacher professional development. This component will focus mainly on improving teacher training at National Teacher Training Institutes and County Education Centers to improve teacher skills through pre-service and in-services program. During our stakeholder's engagement in Rombur NTTI, the participants suggested that Incentives should be built into the project design to encourage recruitment of female trainee teachers to motivate girl's enrollment in schools. In addition, provisions of child care facilities to attract nursing mothers and access for tutors and students with disabilities and inclusive education curriculum.

Component 2: Digital Skills for Youth for Agriculture. This component will pilot an innovative model for blended education (combining remote classes with face-to-face training) on digital agriculture for approximately 3,000 post-secondary graduates. This component will be implemented in partnership with the Galilee International Management Institute (GIMI). The institute has a division dedicated to advancing agriculture as a means of ensuring food security, job creation and achieving sustainable and economic development. The institute will provide access to advanced know-how on precision and digital agriculture technologies.

Component 3: Inclusion of Refugee and Host Communities. This component will provide targeted support to refugee and host communities, given the acute challenges these communities face and in line with the Government of South Sudan policy of mainstreaming education for refugee students. The project is collaborating with other development partners that provide support to refugees and their host communities to build on successful pilots in the recent stakeholders engagements held with education partners in the states visited during the school assessments June, 2024. It will re-operationalize schools in refugee hosting areas in Ruweng Administrating and Upper Nile, Central Equatoria, Western Equatoria, unity, Northern Bahr el Ghazal and Western Bahr el Ghazal states providing them a basic package for operationalizing including renovating school facilities, qualified teachers and schools grants to meet recurrent expenditures for teaching and learning material and school maintenance. It will also promote close coordination with communities for school management.

Component 4: System Building. This component will provide support to the Government to operationalize and strengthen fundamental elements of a functional education system. Establishing functionality to manage and monitor the education system will be critical for coherence and sustainability of sector investments. Component 3 will support this goal through:

- strengthening the capacity of the Government (both MoGE&I and MoHEST) for better planning, implementation, management and monitoring of the sector;
- Strengthening data for education system management;
- Project management.

3. The GoSS is seeking an additional financing (AF) grant in the amount of US\$44 million for the Building Skills for Human Capital Development in South Sudan Project (BSHCD, P178654). US\$40 million of this financing is from the Window for Host Communities and Refugees (WHR). The proposed changes in the parent project will entail:

Component 1: Teaching Skills to Strengthen Education Delivery. Allocation for this component will be increased from **US\$29 million to US\$38 million** to provide professional development support for an **additional 3,000 teachers** under **Subcomponent 1.2: Teacher Professional Development** for refugee and host community teachers. This subcomponent will scale up investments in training and supporting teachers in the classroom. Allocation for Subcomponent 1.2 increased from US\$3 million to US\$12 million.

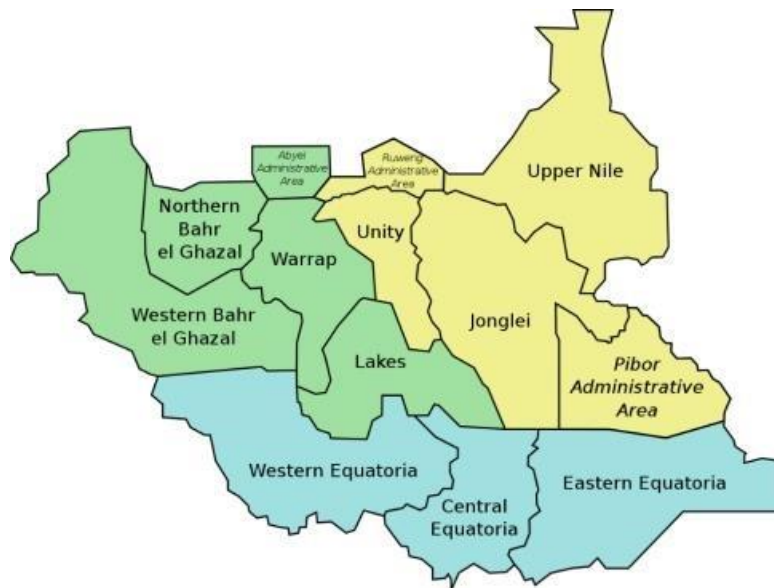
Component 3: Inclusion of Refugee and Host Communities (US\$40 million equivalent). The allocation for this component will be increased **from US\$8 million to US\$40 million** to scale up efforts for re -operationalize schools in refugee hosting areas of South Sudan. The parent project

includes support for reoperationalizing **40 schools** in *Ruweng Administrative Area, Upper Nile, Western Equatoria, and Central Equatoria states*. Given the increased refugee populations entering through the northern borders, particularly from Sudan, the **AF will expand the geographical coverage** of the target areas to include **Western Bahr El Ghazal, Northern Bahr el Ghazal, and Unity states**. The AF will also target additional schools in the four areas already covered under the parent project based on needs assessments conducted by MoGEI together with development partners and community members. In total, **200 schools will be operationalized** with support from this component. This is expected to contribute to alleviating the additional stress placed on hosting communities in these areas

Component 4: System Building (US\$14.43 million). Allocation for this component will increase from US\$11.43 million to US\$14.43 million. The additional funds will finance costs related to management and supervision of the additional scale of activities under component 3 of the project.

The project will have national coverage. It will cover all the ten (10) states (Unity, Lakes, Western Equatoria, Western Bahr el Ghazal, Northern Bahr el Ghazal, Upper Nile, Warrap, Central Equatoria, Eastern Equatoria and Jonglei) and its 3 administrative areas, namely, Abyei Area, Pibor Area, and Ruweng Area. However, specific institutions, NTTIs for teacher training and Universities/polytechnics for digital agriculture training will be selected in a transparent manner following detailed consultations in each of these States to implement project activities. In addition, refugee and host community related activities will be implemented in Ruweng Area and Upper Nile State. With the additional financing, there is a plan to include Northern Bahr el Ghazal, Western Bahr el Ghazal and Unity states.

Map of South Sudan showing the 10 states and its 3 administrative areas



The project will prioritize skills development of women given their key role in both the education and agriculture sectors in South Sudan. This is in addition to prioritize skills development of other marginalized groups, particularly Women, Internally Displaced People (IDPs), returnees and refugees. The design of the project will prioritize

- Training for female teachers given the many benefits of female teachers and to correct the current low proportion of female teachers in South Sudan’s teaching force.
- Female participation in agriculture training programs.
- Training teachers from internally displaced communities will enhance their employment opportunities and increase the supply pool of teachers who can teach in native languages IDPs speak.

1.3 Project beneficiaries

The implementation of this project will involve two types of beneficiaries, namely a) direct beneficiaries, sometimes called primary beneficiaries, and indirect beneficiaries, sometimes referred to as secondary beneficiaries.

Table 1: Project beneficiaries

Project Components	Primary Beneficiaries	Secondary Beneficiaries
<p>Component 1: Teaching Skills to Strengthen Education Delivery</p>	<ul style="list-style-type: none"> ☐ The NTTIs and CECs that will be selected using transparent criteria that will consider geographic coverage, proximity to vulnerable populations including refugees, returnees and IDPs , infrastructural requirements, availability of personnel, and security concerns <ul style="list-style-type: none"> • NTTIs students (student teachers), the trainers and management staff of the NTTIs and CECs, formal and volunteer teachers. This includes youth, IDPs, returnees and refugees , and women and girls for which the project will provide incentives, such as scholarships to attract and retain their enrolment the in NTTIs and the in-service 	<p>project activities could create local job opportunities. For example, the labor required for the NTTIs renovation, and the jobs that could be created by operationalization the NTTIS such as janitors</p> <ul style="list-style-type: none"> • School students on the longer term • The communities, where the selected universities/ polytechnics are located. The implementation of the project activities could create local job
<p>Component 2: Digital Skills for Youth for Agriculture</p>	<ul style="list-style-type: none"> ☐ Universities, and polytechnics and their staff that will be selected using transparent criteria that will consider geographic coverage, proximity to vulnerable populations, infrastructural requirements, availability of personnel, and security concerns <ul style="list-style-type: none"> • Students enrolled in the digital skills training and the lectures at the universities/ polytechnics. This includes youth, IDPs, and women and girls for which the project will provide incentives, such as scholarships to attract and retain in the training program 	<p>opportunities. For example, the labor required for renovation.</p> <ul style="list-style-type: none"> • The community where school re-operationalization will take place will benefit
<p>Component 3: Inclusion of Refugee and Host</p>	<ul style="list-style-type: none"> ☐ Teachers and students from the Refugees, returnees, IDPs and host communities <ul style="list-style-type: none"> • The communities, youth in practical, where the selected NTTIS and CECs are located. The implementation of the 	<ul style="list-style-type: none"> • The community where school re-operationalization will take place will benefit
	<p>Communities by providing labor for the</p>	<p>schools that will be</p>

		renovated through community-based approach.
Component 4: System Building	<input type="checkbox"/> The staff in MoGE&I and MoHEST (at national, state, county levels) who receive training and other resources from the project <input type="checkbox"/> PIU staff	

1.4 1.5 World Bank Requirements for Stakeholder Engagement

This project is being prepared under the World Bank’s Environment and Social Framework (ESF). As per the Environmental and Social Standard (ESS) 10 on Stakeholder Engagement and Information Disclosure, the implementing agencies are required to provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive, and responsive relationship that is important for successful management of a project’s environmental and social risks. Stakeholder engagement is most effective when initiated at an early stage of the project development process, and is an integral part of early project decisions and the assessment, management, and monitoring of the project’s environmental and social risks and impacts.

The ESS 10 (Stakeholder Engagement and Information Disclosure) defines the requirements for stakeholder engagement as follows:

- Establish a systematic approach to stakeholder engagement that helps Borrowers identify stakeholders and maintain a constructive relationship with them;
- Assess stakeholder interests and support for the project and enable stakeholders’ views to be taken into account in project design;

- Promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life-cycle; and
- Ensure that appropriate project information is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner.

2.0 SUMMARY OF STAKEHOLDER ENGAGEMENT ACTIVITIES

2.1 Brief Summary of Previous Stakeholder Engagement Activities (Pre Implementation Stage).

The analytical underpinnings of the Building Skills for Human Capital Development in South Sudan Project are based largely on the National Development Plan (2020-2024) which discusses the required improvements in the relevance and efficiency of the human capital development. This is in addition to the Education Sector Strategy 2017-2022, the General Education Annual Review 2022, that highlights the education sector priorities and the role of education in human capital development. Moreover, Building Skills for Human Capital Development in South Sudan Project is informed and builds on the Education Transformation Agenda that was prepared in 2022, which involved consultation with stakeholders including, state governors, learners, vulnerable groups, women, youth, teachers, donors and development partners, and line ministries to verify the education priorities.

The design and priorities of the Project were discussed in Juba, South Sudan in early September 2022 and involved the MoGE&I, MoHEST, NTTIs, CECs, and universities, teachers, and Development Partners (DPs). Further consultation took place in Juba, South Sudan and during the field visits to Aweil, Northern Bhar El Ghazal State and refugee communities in Maban, Upper Nile State which took place in October and November 2022. These discussions involved MoGE&I, MoHEST, UNICEF, UNHCR, WFP, Save the Children, and European Union. Also, the State Ministry of General Education and Instruction (SMoGE&I) of Northern Bahr El Ghazal, staff of County Education Offices (CEOs), teachers, students, and refugees.

2.2 Brief Summary of Current Stakeholders' Engagement Activities Held During Early Implementation Stage.

A series of stakeholders' engagements were done as described below. The objectives of the consultations as follows:

- Introduce the Building Skills for Human Capital Development project to the public after the effectiveness period 28th February 2024.
- To find out what the stakeholders feel and think about the Additional Financing.

In April 2024 during the mission, first post project effectiveness date stakeholders' consultation meeting was conducted with civil society organizations that were working in both the parent and additional financing selected states and administrative area (Upper Nile, Central Equatoria and Western Equatoria states and Ruweng Administrative; Unity, Northern Bahr El Ghazal and Western Bahr El Ghazal) who are registered members of National Education Coalition (NEC). The main objective of this consultation was to introduce the project to the civil society organizations and also to learn about the CSOs, areas of intervention in education sector in the states. Contacts were exchanged for future collaboration during project life.

The second consultation was done in Rombur, Luri Payam of Juba County at Rombur National Teacher Training Institute. Issues raised included low enrolment of teacher trainees because of negative attitudes towards the teaching profession in that the teaching profession has become unattractive. Expansion of female dormitories to encourage female learner to join the TTIs. Provision of child care facilities to encourage nursing mothers to enroll, continue and successfully complete the course. In case of grievances in the NTTI, the cases were normally reported to the area chief and may not reach to an amicable conclusion. They also requested that the institute should be fenced.

The third one was done with GBV/Protection cluster organizations in Juba at MoGEI virtually. They confirmed issues of GBV/SEA/SH existed in the areas they were working in. Some area have functional referral path ways others don't. The issue of inadequate safe houses for victims of GBV was also raised. Lack of redress mechanism was also highlighted

More consultations were done with the county education Directors from western Bahr el Ghazal (Raja and wau counties), Unity state (Mayom and Guit counties), Northern Bahr el Ghazal state (Aweil East, Aweil West and Aweil North counties) through telephone conversations. Issues raised included inadequate school facilities due to the presence of refugee learners. Floods was a major risk, lack of teachers' salaries and accommodation, difficulty among teachers to deliver lessons in English language, most of the volunteer teacher were untrained, refugee teachers were stranded due to lack of teacher recruitment policy in the country to join the teaching force in addition to English language barrier, limited learning spaces, lack of school materials and lack of trained teachers.

One on one in person interviews with the director of inclusive education of MOGE&I directorate of gender equity and inclusive education. It was a good start to note that the policy for inclusive education is in place and that the strategy for inclusive education is systematic in nature. The policy is based on article 24 of the United Nations Convention on the rights of persons living with disability (2006). MoGE&I has a strategic plan for rolling out the policy and is on-going with the support of development partners such as GESS, humanity and inclusion, Windle Trust etc. The correct reference is "learners with disabilities

or people with disabilities and not people with special needs. From the directors experience as a person living with disability, children with disabilities have the same abilities like others to learn in schools, and it is important that they should:-

- Be supported with learning materials and equipment.
- Trained teachers to change negative attitudes towards them to create an acceptable and friendly environment for them to learn. Without this support, they are rendered unable to pursue their education.

The teacher training curriculum has incorporated the component of inclusive education, so that the teachers acquire knowledge and skills for teaching learners with disabilities in classroom. All the NTTs will have to use that in teaching practice including the University of Juba.

Challenge shared included, transcription of textbook into Inclusive education materials are yet to be done, negative attitudes, untrained teachers, lack of materials and equipment such as braille etc.

The director proposed some activities to be undertaken which includes, contracting a technical assistant to develop the following modules.

- Pedagogy of inclusive education that the teacher trainees need to acquire.
- Concepts of inclusive education
- Psychology of inclusive education

Awareness raising is ongoing on the negative perceptions of people towards children with disability.

Provision of logistics such as wheel chairs and learning materials though inadequate.

During the Month of June 2024, a major school verification exercise was conducted in three states and one Administrative Area (Central Equatoria, Western Equatoria, Upper Nile and Ruweng Administrative Area). One of the objectives of the exercise was to carry out consultations with the stakeholders and indeed it was done extensively with state ministries of general education and Instruction (SMoGE&I), DGs, Directors, county education Directors, International and local organizations education partners in the states, Payam supervisors; refugees, returnees, women, persons with disabilities, chiefs, PTAs and SMCs, protection actors and IDPs. The stakeholders welcome the project, were very cooperative and shared useful information and were willing to be part of the project execution process which the project PIU

team encouraged for purposes of local project ownership and sustainability even after the five years. Project PIU team is very keen on issues of sustainability beyond 2028. Social risks identified by the stakeholders included no or limited community engagements in the past, Child labor, security risks, lack of functional grievance redress mechanism, GBV, SEA/ SH; destroyed schools infrastructure, lack of trained teachers, lack of school materials especially in the hard to reach areas of the under-served communities, congestion in classrooms, displacements due to floods and insecurity as a result of inter-communal conflicts, untrained PTAs and SMCs. The need for educational services in the areas is dire and goes even without saying, it could easily be seen. It was indeed uplifting that some of the women met from host and refugee communities were well informed and articulate on issues of GBV , SEA/SH to an extent of contributing practical and culturally appropriate measures of mitigation and prevention.

The BSHCDSS project was launched in July where, the government was represented by the Vice President of the Republic of South Sudan, and Chairman of the service cluster Hon. Hussein Abdulbagi Akol, Governors and Deputy governors (Lakes, Western Bahr el Ghazal, Upper Nile, Northern Bahr el Ghazal, Eastern Equatoria, Western Equatoria, Central Equatoria), Minister of General Education and Instruction Hon. Awut Deng Acuil, MoGEI Undersecretary Hon. Dr. Kuyok A. Kuyok, State Ministers of General Education and Instructions, MoGEI Director Generals, Directors, and PIU consultants. The World Bank Group was represented by Juba Office staff headed by the out-going and the incoming Country Managers, Development partners including the United Nations, international NGOs, CSOs, and most importantly students from the host and refugee communities. During the National Teacher Training Institutes environmental and social assessments, stakeholders’ consultations were also conducted in Bor, Rombur, Maridi, Kapoeta, Aweil, Umbili, Tonj and Bentiu. More than five-hundred persons were engaged from April to December 2024. Participants list of names and contacts are filed and securely kept in the Ministry.

These objective stakeholders’ engagements will continue to be held continuously as part of the project life for the next four and a half years to monitor progress and adjust accordingly. The SEP document is a living document that will continue to be updated regularly until the project is closed. In this way chances of community project ownership and sustainability will be optimized.

Summary of Critical Issues Raised During the Stakeholders Engagements

Activity	State	Issues Raised	Time
Meeting with Civil Society Organizations	Central Equatoria - Juba	-Presence of refugees in the states exerting more pressure on educational infrastructure.	April 2024 during the mission

		<p>inadequate learning spaces -Inadequate trained and qualified teachers -Untrained volunteer teachers were more than</p>	
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		<p>Refugee teachers facing a challenge in English language.</p> <p>-Qualified teachers opting for other kinds of jobs with</p>	
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		Delay ₂₃ of teachers' salary payment leading to teachers absenteeism in class -Intensive English course is needed for teachers	
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	Tonj and Bentiu	<ul style="list-style-type: none"> - If they need to get information about the project how do they get it? - What curriculum will be used in the NTTIs - Concerns about contractors' supervision - Teaching profession becoming unattractive. - Very grateful to MoGE&I and the World Bank. 	

3.0 STAKEHOLDER IDENTIFICATION AND ANALYSIS

3.1 Project stakeholders

Project stakeholders are defined as individuals, groups or other entities who are interested in the Project at different levels. Engagements with the project affected communities will be conducted upon project effectiveness and will be sustained throughout project implementation and closure. For effective engagement, project stakeholders are categorized into three main groups, as described below.

□ Affected Parties:

- persons, groups and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures;

- persons, groups and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and /or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures:
- For this project, the affected parties include the direct beneficiaries such as students of the NTTIs, tutors, and management; teachers; universities/ polytechnics; youth benefiting from the digital agriculture training program, school children, refugees, returnees and host communities, IDPs, women, girls, schools, also the MOGE&I/MOHEST staff , project implementation units staff and other government that will be involved in service provision. The indirect beneficiaries are also considered an affected party and include the casual labor that would be created during the implementation of the project.
- **Other Interested Parties (OIP):**
 Individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way.

 Such stakeholders include civil society organizations (CSOs) others include business owners and providers of services, goods and materials within the project area who may be considered for the role of project's suppliers; mass media and associated interest groups, including local, regional and national print and broadcasting media, digital/web-based entities, and their associations, among others.
- **Vulnerable Groups:**
 Persons who may be disproportionately impacted or further disadvantaged by the project(s) as compared with any other groups due to their vulnerable status and

that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

The vulnerable groups identified for this project include the female headed households, child headed household, girls, people with disability, elderly, minority groups, internally displaced persons (IDPs), refugees and returnees.

3.2 Identification of stakeholders

There are several categories of people and institutions with an interest in the Project at different levels that will need to be consulted and engaged in the project activities, as summarized in Table 2.

Table 2: Stakeholders’ description, roles, information needs, and interests

	Description of Stakeholder	Expected Role	Information needs and interests
A	Community level		
	<p>Targeted Project Beneficiaries</p> <ul style="list-style-type: none"> • Student teachers (NTTI) (including youth, women, refugees, returnees, persons living with disability, historically marginalized headed households) project interventions • NTTIs tutors and headed households) • Teachers, including volunteer youth and women) the implementation • Polytechnics/ universities • Students enrolled in the project in 2028. digital training program (including youth and women) • Students in refugee and host communities 	<ul style="list-style-type: none"> <input type="checkbox"/> Contribute to the design of the program and project activities if any, such as the training program to maximize the groups, child headed households and women <input type="checkbox"/> Participate in the feedback and management satisfaction survey. <input type="checkbox"/> Participate during teachers, (including youth and women) phase and even after closure of the project 	<p>Information on the program focal enrolment contact details of program</p>
		26	

Members of Project target
implementation of the

Support the Information
program and adjustments,

on the **communities**

	<ul style="list-style-type: none"> These will be members of the project if any, contact details of program focal persons, communities where the program enrolment figures, selected NTTIs and clear and transparent polytechnic are located. Also, selection process of NTTIs the communities where sites and polytechnics to be for schools' construction will selected for support, clear be identified. 		<p>and transparent selection process of locations where schools will be constructed.</p>
B Local Level			
B	<p>Local leaders</p> <ul style="list-style-type: none"> These may be traditional, implementation of and transparent selection programs and process of NTTIs and religious or political leaders facilitate resolving any polytechnics to be selected who have influence in the disputes and for support, clear and communities where the informing the transparent selection project activities will be communities about process of locations where implemented. Refugees and the project through schools will be constructed. returnees leadership will be the word of mouth Involvement in program included in this level. 	Support	Project information, clear
	<p>Local government: County Departments (MoGE&I and MoHEST)</p> <p><input type="checkbox"/> These are staff of interventions government departments and agencies who work directly with communities and act as a link with state officials involved in the project.</p>	Facilitate the Project implementation and work plans and progress monitoring of project	<p>implementation, project progress</p> <p>Education reports</p>
C State Levels			
C	<p>State Government</p> <p><input type="checkbox"/> This is a political arm of body on all implementation matters and progress reports, clear government at state and transparent selection which makes decisions on process of NTTIs and projects and interventions to polytechnics to be selected be implemented in a for support, clear and particular state.</p>	It's a decision-making	<p>Project information, project</p> <p>work plans development state level taking place in a transparent selection process of locations where</p>

	State Ministries of Education	Facilitate the implementation of project interventions departments	and transparent selection process of NTTIs and polytechnics to be selected for support, clear and transparent selection process of locations where
	<p>□ These ministries work directly with country level government departments and act as a link with federal officials involved in the project. schools will be constructed. Project implementation work plans and progress reports, clear</p> <p>schoo ls will be constructed. D National</p>	information, project progress reports, clear	
C1 Government Ministries Departments and Agencies			
	Ministry of Finance, Economic Planning and Development (MoFEPD)	Approve the project's accounts opening and facilitate the flow of project financing Member of Steering Committee Coordinate implementation,	Implementation updates and progress reports from the state and local levels
	MoG&EI and MoHEST	develop implementation plans, manage and supervise the implementation, and oversee/ monitoring the project Co- Chair of Steering Committee	Program information and implementation updates
	Ministry of Agriculture - Ministry responsible for promotion of digital agricultural activities	Provide policy and technical guidance on digital agricultural skills demand and absorption capacity Member of Steering Committee Provide policy and technical guidance on	Program information and implementation updates
	Ministry of Environment and Forestry	environmental aspects	
		Financial information	
C2	Development Partners	of the project	

	World Bank	Provide technical support and hand on training on project design and implementation - Provide project funding	Program implementation update
	UNHCR	Assist with refugee population related activities provide feedback on the project design, activities, and products Member of Steering Committee	Program implementation update
	Other Development Partners (UNICEF, EU, GPE, USAID, UK AID, CIDA etc.)	Ensure that their projects complement the project activities, provide feedback on the project design, activities, and products Represented in Project Steering Committee	Program information and implementation updates
C3	Civil Society Organizations		
	NEC, the umbrella organization for all the CSOs involved in education and Local CSOs at state, county, and community levels	Support the implementation of the project activities (teacher training, for example) in rural and remote areas. member of Steering Committee	Project implementation work plans and progress report, clarity of required standard of services,
C4	Private sector (Construction Companies/suppliers)		
	To be contracted to support project implementation. For example, supplying construction material, IT equipment, furniture.	Support the implementing the project activities	Program information and implementation plans

Table 3: Summary of project stakeholder needs

Community	Stakeholder Group	Key Characteristics	Language requirements	Preferred notification means (Email, radio, phone, letter)	Specific needs (accessibility, large print, child care, daytime meetings etc.)
National Level	Ministry of Finance and Planning, Local Government Board	Potentially Influencing Party	English	Memo/letter, email, telephone calls, radio	Meetings on at least semi-annual basis, Hand-outs.
	Ministry of Agriculture	Interested Party	English	Memo/letter, email, telephone calls, radio	Meetings on at least semi-annual basis, Hand-outs.
	Ministry of Environment and Forestry	Potentially Influencing Party	English	Memo/letter, email, telephone calls, radio	Meetings on at least semi-annual basis, Hand-outs.
	Other Development Partners(donors, UN agencies, etc.)	Interested Party	English	Letter, Email, telephone calls, and radios	Face to face meeting on a regular basis.
	NGOs	Interested Party	English	Letter, Email, telephone calls, and radios	Contact should be established when necessary
	Private sector (Construction Companies/suppliers)	Potentially Influencing Party	English	Letter, Email, telephone calls	Contact should be established when necessary
State Level	State Government	Potentially Influencing Party	English and local Arabic	Letter, Email, telephone calls, radio	Need for close coordination and information Sharing for smooth implementation.

					Contact should be initiated on a monthly basis during implementation. Contact frequency can be increased when necessary Need for close coordination and information Sharing for smooth implementation. Contact should be initiated on a monthly basis during implementation. Contact frequency can be increased when necessary
	State Ministries of Education	Potentially Influencing Party	English and local Arabic	Letter, Email, telephone calls, radio	
Local	Local government: County Education Departments (MoGE&I and	Potentially Influencing Party Sharing for smooth implementation.	English and local Arabic	Letter, Email, telephone calls, radio (MoHEST)	This body is the direct contact with government CECs, teachers, and schools. Need for close coordination and information Contact should be initiated on a monthly basis during implementation. Contact frequency can be increased when necessary
	Local leaders	Influencing Party	English and locally applicable languages	Letter, This body link between the county level, Payam Level, and the local word of mouth, radio	Party community. Also, a link with the state during emergencies. Regular contact, at least on a monthly basis During implementation. Contact frequency can be increased when necessary
Community Level	Members of Project target communities including refugees	Interested and partially influencing	Locally applicable languages	Word of mouth, local leaders/chief	Regular contact, at least on a monthly basis during implementation

	IDPs and returnees	party		communication officer, radio, social media, live audio announcements	
	Targeted Project Beneficiaries	Interested and partially influencing party	Locally applicable languages	Word of mouth, local leaders/chief communication officer, radio, social media, live audio announcements	Regular contact, at least on a monthly basis during implementation
	Women and girls	Vulnerable Group	Locally applicable languages	Word of mouth, local leaders/chief communication officer, radio, social media, live audio announcements	Need awareness to participate Female facilitators in community meetings, if needed Day time meetings Mean of transport to and from the event Provision of a meal Must be involved since most service delivery issues impact them either directly or indirectly Childcare, kids' friendly events/ meetings
	Youth	Vulnerable Group	Locally applicable languages	Word of mouth, local leaders/chief communication officer, radio, social media,	Need to be empowered and should therefore be important beneficiary in project activities, as well as being integrated into consultations Mean of transport to and from the

				live audio announcements	event Provision of a meal
	IDPs, returnees and refugees	Vulnerable Group	Locally applicable languages	Word of mouth, local leaders/chief communication officer, radio, social media, live audio announcements	Feel marginalized and mechanisms need to be in place to empower and involve them in productive endeavors Mean of transport to and from the event Provision of a meal
	People with disabilities	Vulnerable Group	Locally applicable languages, And the required assistive language	Word of mouth, local leaders/chief communication officer, radio, social media, live audio announcements	Need to have voice in the decision making to avoid further marginalization. Mean of transport to and from the event Provision of a meal Assistive material and equipment/devices
Civil Society organizations	Grass root level Civil society organizations	Interested party	Locally applicable language	Letter, Email, telephone calls, radio	Regular contact, at least on biannually during implementation

3.3 Stakeholder engagement principles

Stakeholder analysis generates information on the perceptions, interests, needs, and influence of actors on the project. Identifying the appropriate consultation methodology for each stakeholder throughout the project lifecycle is necessary. In order to meet best practice approaches, the project will apply the following principles for stakeholder engagement.

- *Openness and life-cycle approach:* public consultations for the project will continue during the whole project lifecycle from preparation through implementation. Stakeholder engagement will be free of manipulation, interference, coercion, and intimidation.
- *Informed participation and feedback:* information will be provided and widely distributed among all stakeholders in an appropriate format; conducted based on timely, relevant, understandable and accessible information related to the project; opportunities provided to raise concerns and ensure that stakeholder feedback is taken into consideration during decision making.
- *Inclusivity and sensitivity:* stakeholder identification will be undertaken to support better communication and building effective relationship. The participation process for the project will be inclusive. All stakeholders will be encouraged to be involved in the consultation processes. Equal access to information will be provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention will be given to vulnerable groups, particularly learners and those with disabilities as well as returnees and refugees, and the cultural sensitivity of diverse groups in the project areas.

4.0 STAKEHOLDER ENGAGEMENT PROGRAM

The stakeholders engagement plan for this project is prepared to ensure that direct and indirect stakeholders at all levels are informed and meaningfully consulted about the project design, its components, and its benefits, environmental and social risks and mitigation measures. SEP is also about addressing and responding to grievances and regular reporting to stakeholders. Stakeholder engagement is necessary to ensure inclusive, effective and meaningful consultation and engagement throughout the project phases.

Stakeholder engagement at the design stage includes formal and informal consultation, information gathering and disclosure about the project design, proposed activities and

components and receiving initial feedback. Stakeholder engagement at project implementation includes consultation with, target population, periodic project review meetings, quarterly community interface meetings, and regular project monitoring and supervision and complaint and grievance handling and resolution methods and procedures. With the additional financing, it is proposed that, the BSHCD project would engaged civil society organizations at the project locations to work with the communities with special emphasis on inclusion of the disadvantaged and vulnerable groups. The platforms are viewed to provide avenues for exchange of information between project implementers and stakeholders regarding the progress of the project and feedback on implementation issues, and to address issues related to management of environmental and social risks including the grievance redress mechanism. Stakeholder consultation on project closure and post closure concerns are also considered at the end of project to inform project achievements, share lessons learnt and make recommendations for possible future engagements.

4.1 Purpose and timing of the stakeholder engagement program

This Stakeholder Engagement Plan (SEP) is designed to establish an effective platform for productive interaction with the potentially affected parties and others with interest in the implementation outcome of the project.

The purpose of the engagement program for this project is to:

- Consult stakeholders on the proposed project design and implementation, of the project benefits, anticipated environmental and social risks and impacts and mitigation measures.
- Solicit feedback to inform project design, implementation, monitoring and evaluation
- Provide regular information and feedback to stakeholders related to project implementation progress and any other emerging issues throughout the project cycle. Understanding of the service delivery and governance needs of the selected communities.
- Reception of feedback and comments as well as grievances from all stakeholders on project design and implementation; and
- Provision of transparent and accountable mechanisms on all aspects of the project and subproject design and implementation. To ensure this, a grievance redress mechanism (GRM) has been prepared and will be implemented throughout the life cycle of the project.

Stakeholder engagement is an inclusive process that must be conducted throughout the project life cycle. Table 4 presents the key stakeholder engagement activities during the project preparation stage through to implementation and closure.

Public Disclosure

Table 4: Consultation matrix for stakeholders

Project Stage	Topic of Consultation	Suggested Method	Time frame	Target stakeholders	Responsibilities
Project Design	Overall Project activities	Senior management of government and development partners agencies meetings, inter-ministerial Steering Committee, technical working group, public announcements, Radio, community meetings	During the preparation stage	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST
	SEP (including grievance mechanisms)	Senior management meetings, radio, public announcements, community meetings, notice boards, letter, news paper	during preparation and throughout project implementation	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST
	ESCP	Senior management meetings, Radio, public announcements, community meetings, notice boards, letter, news paper	During preparation and throughout project implementation	Interested, affected, and potentially influencing parties	MOGE&&I, MOHEST
	ESMF	Senior management meetings, Radio, public announcements, community meetings, notice boards, letter, news paper	during preparation and will continue during	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST

			implementation on quarterly bases		
Project launch	Introduction of what the project is all about and how the various stakeholders will be involved in the design and implementation	Stakeholder meetings and conference, public announcements, radio, newspaper, TV, social media	during the project Launch	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST, PIU
Project Implementation	Types of community infrastructure Sub-project ESMPs SEP	Community meetings, notice boards, public announcements, radio, focus group discussions	At the start of implementation of the project and will continue on quarterly bases	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST, PIU
Monitoring and Evaluation	Project progress, Identification and resolution of Implementation issues, effectiveness of Inclusion Plan	Public announcements, radio, community meetings, focus group discussions, interviews, satisfaction survey	Ongoing on quarterly/monthly basis throughout the project period	Interested, affected, and potentially influencing parties	MOGE&I, MOHEST, PIU

4.2 Project Information Disclosure

Appropriate information will be provided to stakeholders depending on the stage of the project and the identified stakeholder information needs. This will include information on the nature of the project design, the anticipated environmental and social risks and impacts, the proposed mitigation measures, the stakeholder engagement plan, grievance redress mechanisms and how stakeholder views were incorporated in the project design and management of environmental and social risks during the project implementation.

The official language mainly used for communication in South Sudan is English. Intentional considerations will be made for refugees, returnees and IDPs communication strategy for example translation of messages from English to Arabic or any language that could be better understood by these groups in print and electronic medium or face to face meetings as was done in the recent meetings held with Refugees, persons living with disability, Chiefs and women groups during the state visits for schools' assessments

Information will be packaged and shared with the key stakeholders using different methods. For community level stakeholders, information will mostly be disclosed through public meetings organized within the communities. Deliberate efforts will be made to ensure that vulnerable groups of people—such as women and children, IDPs, refugees and returnees, the elderly and disabled—are adequately represented and heard in such meetings. At the national and state level, disclosure of information will be done through radio broadcasts, community meetings in coordination with local authorities (state, county, and Payam and Boma governments), meetings with the representatives and members of relevant MDAs, committees and sub-committees, phone communication (SMS), and notices at the Payam and Boma level. Printed and electronic copies of relevant project documents will be made available to stakeholders through appropriately designated places within reach of stakeholders. Special attention will be given to refugees, returnees and IDPs due to challenges they face in receiving information. The PIUs at MoGE&I and MoHEST will be responsible for ensuring that the information gets to the stakeholders in a timely manner. Feedback from stakeholders will be taken into view and improvements will be made to ensure robust and consistent information flow. Table 5 presents a summary of the information disclosure for the project. The SEP is a living document that may be modified and changed following input and suggestions from project stakeholders.

Further, the project will also use written forms of communication such as letters and electronic mails, community radio stations where available, and mobile public address system. Where possible social media platforms and groups will be created to assist in information dissemination to targeted stakeholders. All these processes, platforms, and channels will be linked to the project website. Information will be disclosed in English or the respective key local languages, Local authorities, such as traditional authorities, religious

leaders, and county governors will be requested to inform communities in community meetings and through disclosure at project locations.

Table 5 summarizes the key methods that will be used for disclosure of project information at different stages of the Project.

Table 5: Disclosure of project information at different stages of the project cycle

Information to be disclosed	Method proposed	Target stakeholders	Responsibilities
Before appraisal			
Disclosure of project documents (PAD, SEP, ESCP)	<ul style="list-style-type: none"> • Websites - MOGEI/MOHEST and WBG • Brief summaries of the main features of the project SEP and ESCP • Community radio talk shows • Community rallies • Community meetings • Posters in different languages with culturally appropriate messages and pictures 	<ul style="list-style-type: none"> • Interested, affected • Potentially influencing parties 	MOGE&I, MOHEST
After appraisal			
Publicity on project approval and roll-out plans	<ul style="list-style-type: none"> • Audio-visual messages on project information (radio, TV in different local languages) • Newspaper stories/supplements • Printed materials on project information • Social Media • Emails • Press releases • Speeches • Websites (MOGEI and MoHEST, WBG) 	<ul style="list-style-type: none"> • Interested, affected • Potentially influencing parties 	MOGE&I, MOHEST, PIU

	<ul style="list-style-type: none"> • Project launch 		
<p>Disclosure of the project documents ESMP, Updated SEP, LMP, GBV Action Plan, among others</p>	<ul style="list-style-type: none"> • Websites – MOGE&I, MOHEST and WBG • Brief summaries of the main features of the project SEP • Audio-visual messages on the project (radio, TV in different languages) • Newspaper stories/supplement • Social Media (twitter, Facebook, Integra, WhatsApp) • Emails • Press releases • Speeches • Community meetings with different groups (women, PWD, girl's refugees, returnees etc.) 	<ul style="list-style-type: none"> • MOGE&I, MOHEST • Open access to all interested parties • Distribution of printed flyers to schools and other institutions 	<p>MOGE&I, MOHEST, PIU, WBG Team</p>
<p>During implementation</p>			
<p>Roll-out of direct support to schools and learners</p>	<ul style="list-style-type: none"> • Key informant interviews with key stakeholders • Community discussions (through public meetings and call-in radio sessions/activations) • Newsletters • Newspaper stories/supplement • Social Media (twitter, Facebook, Integra WhatsApp) • Emails) • Press releases • Speeches • Mobile phone block messages • Group meetings 	<ul style="list-style-type: none"> • Interested, affected • Potentially influencing parties 	<ul style="list-style-type: none"> • MOGE&I, MOHEST, PIU
<p>Highlights on project activities, achievements and lessons learned</p>	<ul style="list-style-type: none"> • TV/Radio spots/activations and announcements • Print materials (newsletters and flyers) • Town hall meetings • Newspaper stories/supplement • Social Media (twitter, Facebook, Integra WhatsApp) 	<ul style="list-style-type: none"> • Interested, affected • Potentially influencing parties 	<p>MOGE&I, MOHEST, PIU</p>

	<ul style="list-style-type: none"> • Emails • Press releases • Speeches • Mobile phone block message • Community meetings and rallies 		
Update on project process	<ul style="list-style-type: none"> • Print materials (newsletter, flyers, etc.) • Project progress reports • Town hall meetings • Community meetings 	<ul style="list-style-type: none"> • Interested, affected • Potentially influencing parties 	<ul style="list-style-type: none"> • MOGE&I, MOHEST, PIU
Complaints/ Compliments about the project implementation	Logs and reports from the national GRM focal person, State GRM focal persons (GRM complaints points in schools, district education offices, etc.)	<ul style="list-style-type: none"> • Receivers of information and services • Information or Data managers 	MOGE&I, MOHEST, PIU
	Surveys and direct observations of the project beneficiaries	<ul style="list-style-type: none"> • Different stakeholders • Vulnerable populations 	<ul style="list-style-type: none"> • MOGE&I, MOHEST, PIU
Monitoring and reporting			
Feedback of effectiveness of different modalities of engagement	<ul style="list-style-type: none"> • Semi-structured interviews • Online surveys • Satisfaction surveys • Community focus group discussions • School/NTTIs monitoring visits 	Project primary beneficiaries	<ul style="list-style-type: none"> • MOGE&I, MOHEST, PIU
Quarterly	Progress report including summaries of complaints and resolution	<ul style="list-style-type: none"> • MOGE&I/ MOHEST • Implementing partners 	MOGE&I, MOHEST, PIU

The MOGE&I/MOHEST and the PIU will provide appropriate background and relevant technical information to stakeholders whose feedback is sought on various project issues with sufficient advance notice (7-10 business days) so that the stakeholders have enough time to prepare to provide meaningful feedback.

4.3 Proposed strategy to incorporate the views of vulnerable groups

Where possible and necessary, separate consultations will be done with selected interest groups during community meetings. The community meetings will be properly facilitated using a pre-designed discussion guide which will carry specific questions targeting refugees, returnees IDPs, persons living with disability, historically under-served communities. Experienced moderators will be used to conduct community meetings to ensure equitable participation and contribution of marginalized groups. The facilitating teams will have skilled note takers who will record the deliberations verbatim with the aid of voice recorders. Consent (verbal) or otherwise, will be sought from meeting participants before recorders are used in recording of proceedings. After completion of consultations, the field notes and transcriptions will be consolidated, analyzed and key issues incorporated into the relevant project documents.

The PIUs will ensure that women, IDPs, refugees, returnees, historically under-served and persons with disabilities participate in consultative processes and that their voices are not ignored. This will require that specific meetings with some of the above identified vulnerable groups at the community level are arranged, in addition to general community consultations. For example, women may be more outspoken in women-only consultation meetings than in general community meetings. Similarly, separate meetings will be held with young people or with ethnic minority groups for each sub project or activity. Furthermore, it is important to rely on other consultation methods as well, which do not require physical participation in meetings, such as social media, SMS, or radio broadcasting, where feasible, to ensure that groups that cannot physically be present at meetings can participate. Where this is not possible, community facilitators will visit households of vulnerable people, in particular the elderly and persons with disabilities that are not able to attend communal meetings.

In view of promoting gender equality, it is most important to engage women's groups on an ongoing basis throughout the lifetime of the project. Women voicing their concerns and contributing to the decision-making process on issues such as community infrastructure should be encouraged, especially in governmental or traditional committees predominantly consisting of men. IPs are similarly encouraged to deploy female staff, especially in situations where staff interfere with community members.

5.0 INCLUSION PLAN

The project will give special consideration and deliberate efforts to seek participation from the vulnerable and marginalized groups. These include:

- Internally displaced people (IDPs)
- Those who live in remote rural areas or areas characterized by violence that are bereft of social services and amenities
- Nomadic pastoralist communities. Agro-pastoralist communities
- Children living with mental and physical disabilities
- Farming communities
- Children of war Veterans
- Female headed household
- Direct and Indirect negatively impacted people by the project implementation
- Refugees and returnees
- Persons living with disability
- Child headed households

There are social, economic and physical barriers that prevent vulnerable and marginalized individuals and groups from participating in projects, which include lack of financial resources, inaccessibility of meeting venues, social stigma, and lack of awareness and/or poor consultation. For instance, people living with disabilities are often not effectively engaged in consultations due to lack of access and social stigma and cultural beliefs that they are not able to participate or benefit from training or have limited productive roles in society. In this regard, the project will deploy viable strategies to engage target communities and other stakeholders and overcome social stigma and encourage inclusion.

In addition, due to likely clanism and elite capture and potential exclusion of the vulnerable and marginalized groups during the life span of the project, there shall be a social accountability committee (SAC) which will report directly to the social safeguard officers at the GRSS level. They will promote accountability and transparency in the running and management of the project at the county or school level and receive complaints or concerns from the community, which will be raised directly with the CEC and the school management or reported to the GRSS social safeguards officer. They will also be a linked with the community for virtual reporting e.g. photographic monitoring or for phone call back mechanisms. The committee members, shall reflect the diversity of the community including the vulnerable and marginalized groups such as refugees, returnees, persons with disability and historically under-served people. The project has conducted an initial social assessment

in the parent project areas to identify potential risks of the project on vulnerable groups as well as marginalized and culturally disadvantaged groups. Further the social assessment will provide mitigation measures for the risks identified. Once the environmental and Social Assessments are completed in the additional financing areas of Northern Bahr el Ghazal, western Bahr el Ghazal and Unity this SEP will be updated to capture relevant information in the Social Assessment.

5.1 Engaging disadvantaged and marginalized groups

The project will take special measures to ensure that members of disadvantaged and marginalized groups have equal opportunity to access project benefits. This will include ensuring that they are involved in consultations on project siting, design, and implementation ensuring the training facilities are accessible to people with physical disabilities (e.g., having ramps and rails where appropriate) and trainers are trained on their responsibilities to provide services without discrimination. In addition, efforts will be made to promote diversity in staffing and social accountability committees will have diverse representation including vulnerable and marginalized groups which includes the refugees and returnees.

Community and teacher training will emphasize non-discrimination and access to education for all including refugees ,returnees, minority groups and people living with disabilities. The approach will involve the use of community engagement modalities, including the use of the CECs community level structures to identify the most vulnerable households, vulnerable girls and persons with disabilities to benefit from the project.

Stakeholder and community engagement will be key in the sensitization of community level structures and means by which complaints and grievances related to the project will be received, handled and addressed. The understanding is that communities know their own vulnerabilities than external actors and the engagement of local structures is most effective in such projects where administrative capacity is limited.

The participation of disadvantaged and marginalized groups in the selection, design and implementation of project activities will largely determine the extent to which the Inclusion Plan will be achieved. Where adverse impacts are likely, the Project Implementation Units (PIUs) and the would be contracted civil society organization will undertake prior and informed consultations with the likely affected communities and those who work with and/or are knowledgeable of the local development issues and concerns. The primary objectives will be to:

- Understand the operational structures in the respective communities;

- Seek their input/feedback to avoid or minimize the potential adverse impacts associated with the planned interventions;
- Identify culturally appropriate impact mitigation measures; and
- Assess and adopt economic opportunities, which the MOGE&I/MOHEST could promote to complement the measures required to mitigate the adverse impacts.

Consultations will be carried out broadly in two stages. First, prior to commencement of any project activities, the PIU will arrange for consultations with community leaders, and representatives of disadvantaged and marginalized groups about the need for, and the probable positive and negative impacts associated with, the project activities. Secondly, after initial roll-out of the project activities, a rapid assessment will be conducted to ascertain how the disadvantaged and vulnerable groups in general perceive the interventions and gather any inputs/feedback they might offer for better outcomes, which would inform the project delivery.

The PIU will:

- Facilitate broad participation of disadvantaged and marginalized individuals and groups with adequate gender and generational representation, community elders/leaders, and CBOs;
- Provide the disadvantaged and marginalized individuals and groups with all relevant information about project activities including on potential adverse impacts;
- Organize and conduct the consultations in forms that ensure free expression of their views and preferences;
- Document details of all consultation meetings, with disadvantaged and marginalized groups on their perceptions of project activities and the associated impacts, especially the adverse ones;
- Share any input/feedback offered by the target populations; and • Provide an account of the conditions agreed with the people consulted.

Once the disadvantaged and marginalized individuals and groups are identified in the project area as part of the SA preparation will be including mitigation measures of any adverse impacts of the project this SEP will be updated.

6.0 GRIEVANCE REDRESS MECHANISM

Transparency and accountability will be core elements of the Building Skills for Human Capital Development in South Sudan Project. The goal of the GRM is to strengthen accountability to beneficiaries and to provide channels for project stakeholders to provide feedback and/or express grievances related to project supported activities. By increasing transparency and accountability, the GRM aims to reduce the risk of the project

inadvertently affecting citizens/beneficiaries and serves as an important feedback and learning mechanism that can help improve the project impacts.

Under the new World Bank ESSs, Bank-supported projects are required to facilitate mechanisms that address concerns and grievances that arise in connection with a project. One of the key objectives of ESS 10 (Stakeholder Engagement and Information Disclosure) is 'to provide project-affected parties with accessible and inclusive means to raise issues and grievances, and allow borrowers to respond and manage such grievances'. This GRM should facilitate the project to respond to concerns and grievances of the project-affected parties related to the environmental and social performance of the project. The Building Skills for Human Capital Development Additional Financing in South Sudan Project will provide mechanisms to receive and facilitate resolutions to such concerns.

The GRM will be operated in addition to a specific workers' GRM, which is laid out in the Labor Management Procedures (LMP).

The GRM is designed to ensure that grievances and perceived injustices are handled by the project, and that the project helps mitigate general conflict stresses by channeling grievances that occur between people, groups, and communities, government actors, beneficiaries, project staff, NGOs, CSOs, contractors or primary suppliers. Aggrieved parties need to be able to refer to institutions, instruments, methods and processes by which a resolution to a grievance is sought and provided. The GRM therefore provides an effective avenue for expressing concerns, providing redress, and allowing for general feedback from community members.

The GRM aims to address project-related concerns in a timely and transparent manner and effectively. Information on the GRM will be readily available to all project-affected parties. The GRM is designed in a culturally appropriate way and is able to respond to all needs and concerns of project-affected parties. The availability of these GRMs does not prevent recourse to judicial and administrative resolution mechanisms.

Environment and social specialists recruited as part of the PIUs at MoGE&I and MoHEST will follow up complaints related to affected parties by the project. The project GRM provides for multiple channels through which complaints can be registered in a safe and confidential manner can be enabled. The complaint, to be filed, should be related to the project components and/or to its implementation and management. Any complaint not directly related to the project will be referred to the appropriate responsible government body. The project grievance resolution process will involve the following main steps:

- Receipt of grievances: anyone from the affected communities or believing they are affected by the Project can submit a grievance (written, verbal, text message, telephone, etc. as appropriate for the complainant).

- Registering the complaint: the focal person who received the complaint will use the GRM logbook for registering.
- Referral and examination of complaints: a GRM Committee shall be established at each project implementation site (comprising of members from representatives of implementing agencies, elders, community facilitator, etc.) who will examine the complaint, resolve, or refer to the appropriate body such as formal courts.
- Notifying the complainant: the decision/solution/action by the grievance committee shall be communicated to the complainant as per the stipulated timeline for feedback.
- Closing the complaint: where the decision/solution of the complaint is accepted by the complainant, or complaint that is not related to the project or any of its components, or a complaint that is being heard by the judiciary will be closed following the appropriate procedure based on the acknowledge and signed of complainant.

The GRMs will be promoted as much as possible as part of a communication campaign and trainings to community members so that beneficiaries of the project are aware of channels through which they could voice their grievances and complaints.

Radios, community meetings and other social gatherings as appropriate. The project will also adequately communicate the community about the project activities and the environment and social risks as well as mitigation measures including the GBV/SEA and child protection referral systems. This will help aggrieved parties to decide whether they have a case to report or whether the available information clarifies their concern. This will allow the aggrieved party to decide on the appropriate next step in order to report a grievance, comment or provide feedback to the Project.

6.1 Multiple grievance channels

MoGE&I and MoHEST will have the responsibility of overseeing the resolution of all issues related to the project activities in accordance with the laws of South Sudan and in line with the World Bank Environmental and Social Standards through a clearly defined GRM that outlines its processes and is available and accessible to all stakeholders. The community will be sensitized to put-forward their grievances or concerns about anyone or anything related to the project through appropriate channels of their choice which will include:

- Face- to-face meetings with GRM committee members , county level staff, and national staff during visits to their project site;
- Grievance boxes and desks;
- Written letters, E-mail or SMS and hotline services (when available)

6.2 Intake, Acknowledge and Follow-Up

The entry point for all grievances will be with the Social Safeguards specialists at the PIUs who will receive grievances by phone, text or email to publicized toll free mobile phone lines and email addresses at both PIUs. The social safeguards specialists will acknowledge, log, forward, follow up grievance resolution and inform the complainant of the outcome. The complainant has the right to remain anonymous, thus their name and contacts will not be logged and whistleblower protection for complaints raised in good faith will be ensured. The PIU social specialists will carry out training of all staff involved with the project, and contractors on receiving complaints and referral and complaints handling and reporting and will oversee awareness raising on the GRM at national level.

Due to limited capacity in the Government system, the States may enlist the support of CSOs working in the project areas to support the GRM activities or NGOs/an independent call center to receive and help process complaints on an as-needed basis. All contractors and suppliers will be expected to sensitize their workers on the Project GRM and have a focal person to receive complaints regarding the construction and their workers and put in place complaints structures specific to the workers (as detailed in the LMP).

A grievance redress committee (GRC) will be established under the PSC co-chaired by the PIU directors, and relevant staff will be included as necessary depending on the complaint (procurement, finance, M&E GBV advisor and communications). The Social Safeguards Officers will minute the meetings and follow up the grievance resolution process. The GRC will meet monthly to review minor complaints, progress on complaints resolution, review the development and effectiveness of the grievance mechanism, and ensure that all staff and communities are aware of the system and the project. Immediate meetings will be held in case of significant complaints to be addressed at the PSC level. Significant complaints will be outlined in the GM manual. Severe incidents (defined as an incident that caused significant adverse effect on the environment, the affected communities, the public or workers, for example: Fatality, GBV, forced or child labor) will be reported within 48 hours to the PMU and the World Bank. Grievances of a sexual nature that can be categorized as GBV/SEA or a child protection risk will be managed as per the procedure that will be set out in detail in the upcoming GBV action plan. For all other grievances, the respective PIU will decide whether the grievance can be solved locally, with local authorities, implementers, or contractors and whether an investigation is required. However, the project will ensure that all grievances are registered even if resolved locally.

6.3 Verify, Investigate and Act

An acknowledgement of receipt will be sent to the complainant within 7 days of receipt of the complaint. The GRM focal point will assess the complaint and assign it to the relevant team, level of implementation (e.g., State Ministry of Education). For instance, if the complaint is about the contractors, primary suppliers or the lack of community engagement, the issue will be forwarded to the relevant group/agency to address. All cases will be treated with utmost confidentiality. At all times, the MoGE&I and MoHEST PIUs will provide feedback promptly to the aggrieved party, for example through the phone or through the community structures established for addressing GRM. Feedback will also be communicated through stakeholder meetings and beneficiary meetings during Project activities. For sensitive issues, feedback will be given to the concerned persons bilaterally.

Where a negotiated grievance solution is required, the aggrieved party (or a representative) will be invited to decide on a solution which is acceptable to both parties and allows for the case to be closed, if both parties agree. After deciding a case, an appeal mechanism is to be provided to the aggrieved party, which is constituted through the PSC. This is important in cases in which the aggrieved party is dissatisfied with the solution provided. In these instances, the PSC will step in and provide an appeals mechanism. The appeals should be sent to the PIU directly (a phone number will be provided) where they will be reviewed and decided on jointly with the concerned PIU Project Director.

6.4 Monitor, Evaluate and Feedback

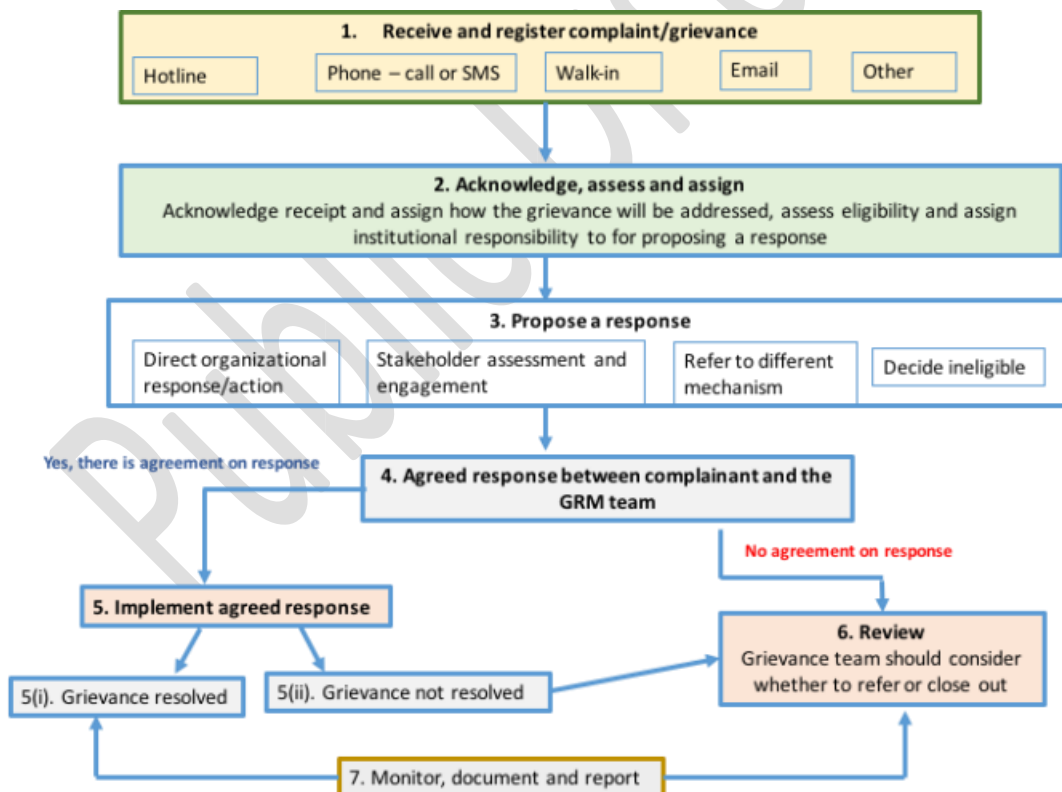
Records of all feedback and grievances reported will be established by the PIU. All feedback will be documented and categorized for reporting and/or follow-up if necessary. For all mechanisms, data will be captured in an excel spreadsheet. The information collected, where possible and for only for non-GBV related complaints, will include the name of the person reporting, State, county, payam and boma cooperating partner where applicable, project activity, and the nature of the complaint or grievance.

The PIU, specifically the Social Safeguards Specialist, will be responsible for monitoring the access to and implementation of the GRM by all MoGE&I and MoHEST. The Specialist will include the GRM in his/her supervision and monitoring missions to the field and conduct spot checks on its implementation, or, where access is difficult recruit local teams to do so. The MoGE&I and MoHEST, contractors and primary suppliers will provide analytical synthesis reports on a quarterly basis to the PIU, which will include the number, nature and status of grievances. These reports will form the basis of all regular reports from the PIU to the World Bank.

6.5 Grievance Redress Procedure

There will be a committee consisting of 3 members chosen by the PSC who will act as the first avenue to resolve grievances expressed by the people affected by the project. If the affected parties will be satisfied with the resolution, the case will be closed. If not, the case shall be referred to the PSC. The GR Committee will conduct a review of the cases reported on a monthly basis and agree on the next steps on cases that have not been closed out. The GRC focal point will record the actions recommended by the GRC and file a monthly report to the PIU. Most importantly, all cases filed will need to be logged and monitored by the MoGE&I and MoHEST, contractors and primary suppliers. Figure 2 presents the process to be adopted by the project in managing grievances.

Figure 2: Grievance process for the project



6.6 GRM Appeals and Escalation Mechanisms

Where agreement on grievance resolution has not been reached, the project team will offer the complainant with appeal options and processes available in the country. The approaches will include an Independent Panel; internal or external offices or individuals with appreciable degree of independence, and third-party fact-finding, facilitation, and mediation missions as

applicable. Depending on the grievance, the appeal may entail offering the aggrieved person the option to seek redress through statutory referral institutions operational in the country.

Arbitration: If the GRC fails to address the issue an arbitrator who is external to the committee will be asked to help resolve the issue. The person chosen as an arbitrator will be well trained in peace and conflict management and resolution.

Court Option. Where the case was not closed, the affected parties shall be advised to seek justice from the Court of Law and the decision made by the Court of Law shall be final.

Criminal and Other Special Cases. All cases recorded by the GRM that are found to be criminal in nature shall immediately be reported to the police. Communities will also be sensitized to report criminal cases directly to the police. Furthermore, the project will sensitize communities to make use of the existing Tipp-offs anonymous facility established under SSWSEEP to report suspected cases of fraud to the Anti-Corruption Bureau.

Since Gender Based Violence (GBV) and Sexual Exploitation and Abuse cases are substantively different from other complaints that are typically handled through the grievance redress mechanisms, their information will be handled in a special way within the GRM to ensure that the information is confidential. The detail reporting procedures will be provided in the GBV/SEA action plan being prepared.

The MoGE&I and MoHEST will further provide an excel sheet summary of the feedback and grievances reported, which will be linked to the Project's Management Information System (MIS) and to the M&E Results Framework. They will further maintain a documented record of stakeholder engagements, including a description of the stakeholders consulted, a summary of the feedback/grievances received during community consultations. The PIU will extract lessons from the GRM and conduct an analysis on the overall grievances, and share the results with all the MoGE&I and MoHEST.

6.8 Information Disclosure and Consultations

ESS 10 makes it essential to identify and undertake inclusive and ongoing engagement with project stakeholders and to disclose all relevant information to stakeholders, in particular those project-affected groups or individuals that are disadvantaged or vulnerable due to their circumstances, and the public. The SEP will be continuously updated, specifically in accordance to the identified needs of each IP and their respective sub-component. All relevant information needs to be made available to stakeholders in a timely manner, including about planned sub-components of the project, management measures and monitoring activities. This can be done through community meetings and sharing of documents in languages that can best be understood by the stakeholders. Arabic language

has been identified as medium that can be understood by both the refugees and returnees from the Sudan.

6.9 GBV and SEA

Cases of GBV/SEA can be reported through the general Project GRM. However, additional channels for reporting GBV/SEA complaints will be identified and integrated into the GRM (details are provided in the GBV/SEA and Child Protection Risk Action Plan). The GBV survivor has the freedom and right to report an incident to anyone: community member; project staff; GBV case manager; or service provider. Given to the sensitive nature of GBV complaints, the GRM will provide different ways to submit grievances such as phone, text message and email. All relevant staff of the PIU and MoGE&I and MoHEST will receive training on handling GBV complaints and referral systems, ideally during the project initiation phase and as part of the staff welcome package. The GRM Operators will be trained on key protocols including referral, reporting and informed consent protocols to receive those cases in an appropriate manner and immediately forward them to the GBV/SEA referral system. The GRM Operator will ensure appropriate response by: (i) providing a safe caring environment and respect the confidentiality and wishes of the survivor; (ii) if survivor agrees, obtain informed consent and make referrals; and (iii) provide reliable and comprehensive information on the available services and support to GBV survivors. Refugees and returnees will follow the same procedures, however, the awareness creation materials will be translated in to the languages understood by the refugees.

The GRM proposes the following key features on preventing GBV/SEA: (i) identify a woman focal person in the community level grievance management; (ii) provide multiple channels to receive complaints (channels to be determined after community consultation); (iii) resolve complaints at the point of service delivery to reduce information and transaction costs and gender sensitive independent channels for redress; and (iv) communicate GRM services at the community level to create GBV/SEA awareness and enable project-affected persons to file complaints.

Beneficiaries and communities will generally be encouraged to report all GBV/SEA cases through the dedicated GBV/SEA referral system and complaints resolution mechanism. This will be made explicit in all community awareness sessions, as well as be part of the publicly disclosed information. The GBV/SEA referral system will guarantee that survivors have access to necessary services they may need, including medical, legal, counselling, and that cases are reported to the police should the survivor choose to do so. Formal processes for disclosing, reporting, and responding to cases of GBV/SEA will be articulated within the GBV/SEA and Child Protection Risk Action Plan that is being worked on by the GBV specialists in the PIUs.

If a GBV/SEA case is reported through the Project GRM, the GRM Operator will report the case within 24 hours to the PIU, and the PIU is obliged to report this case to the WB within 24 hours. Furthermore, cases of SH will be reported through the workers' GRM, if it concerns a direct worker or a worker from a sub-contractor, NGO partner or even a community worker following a survivor-centered approach. The MoGEI and MoHEST will be in charge of holding sensitization sessions for contractors and primary suppliers regarding the Code of Conduct obligations and awareness raising activities in communities. All reporting on GBV/SEA will limit information in accordance with the survivor's wishes regarding confidentiality and in case the survivor agrees on further reporting, information will be shared only on a need-to-know-basis, avoiding all information which may lead to the identification of the survivor and any potential risk of retribution.

6.10 WBG's Grievance Redress Service (GRS)

World Bank South Sudan Office: Communities and individuals who believe that they are adversely affected by a World Bank supported project may submit complaints to existing project-level grievance redress mechanisms or the World Bank Juba office at: SouthSudanalert@worldbank.org.

World Bank Grievance Redress Service (GRS): If no response has been received from the World Bank South Sudan office the grievance can be raised with the World Bank Grievance Redress Service email: grievances@worldbank.org. The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projectsoperations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

During MoGE&I PIU engagement with Rombur NTTI and various consultations conducted during the school verification exercise, it was stated that there were no functional grievance redress mechanisms in place and hence the need to form grievance redress committees for BSHCD project related cases. The only channel they had was direct reporting to the area chief and that there were two cases that were pending. With this in mind, we strongly suggest that a grievance redress mechanism that will incorporate the GBV pathway for redress be established in all the 10 NTTIs of south Sudan and all the schools to be rehabilitated.

7.0 RESOURCES AND RESPONSIBILITIES FOR SEP IMPLEMENTATION AND MONITORING

The two PIUs established under the project under MoGE&I and MoHEST will be responsible for implementation of the SEP for their respective components. MoGE&I will be responsible for Components 1 and 3 and MoHEST will be responsible for component 2. Component 4 will be a joint responsibility of the two PIUs. The two PIUs will each hire adequate staff including social, environment and gender specialists to ensure implementation of SEP. They will collaborate to report jointly on implementation of the SEP biannually. The two PIUs will report progress in implementation to the Project Steering Committee which will be established for the project. The PSC will also provide guidance on implementation of the SEP and overall oversight.

There will be an overall budget administered by the PIUs to monitor the implementation of the SEP and other environment and social risk management activities. The project will ensure that adequate budget is allocated to finance the production of communication materials, including local media and radio content, and traditional information sharing mechanism for effective information sharing with communities including IDPs marginalized and vulnerable groups and

documentation. The budget for SEP implementation will be updated when the SEP is updated as needed. The project will assign dedicated budget as part of the integral project costs for each activity.

Budget for Component 1 and 3 of Building Skills for Human Capital Development Project

S/N	Particulars	Person Responsible	Unit cost	Total number	Total cost in USD
1.	Stakeholders Social consultations	10,000 safeguard, GBV and environmental specialists	10	100,000	
2.	Training MoGEI and GRM logbooks and printing	50,000	1	20,000 materials	Safeguards development Team

3.	Trainings on GRM	MoGEI Safeguards Team	10,000	10	100,000
4.	GRM dissemination and awareness materials	MoGEI Safeguards Team	50,000	bulk	50,000
5.	Grievance Management committee monitoring	MoGEI Safeguards Team and Monitoring and Evaluation Specialists	500	210	105,000
6.	Follow up on GBV/SEA/SH cases	GBV and Social Safeguard Specialist, Project Coordinator and project Director	2,000	50	100,000
7.	Travel expenses				100,000
Total					605,000

8.0 MONITORING AND REPORTING

Monitoring of the SEP will be undertaken by the two PIUs with oversight of the PSC. The M&E Officers recruited for both the PIUs will have primary responsibility for monitoring implementation of SEP and reporting it to the PSC and the World Bank. The SEP will be periodically revised and updated as necessary in order to ensure that the information and the methods of engagement remain appropriate and effective in relation to the project context. Any major changes to the project related activities and to its schedule will be duly reflected in the

updated SEP. Further feedback on issues raised during project implementation will also be provided through the quarterly and annual progress review meetings.

Quarterly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventive actions will be collated by responsible staff and referred to the PSC.

The Quarterly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the project's ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the project during the year may be conveyed to the stakeholders in two possible ways:

- Publication of a standalone annual report on project's interaction with the stakeholders; and
- A number of Key Performance Indicators (KPIs) will also be monitored by the project on a regular basis and reported on.

Quarterly stakeholder meetings will be convened to discuss and review key indicators of stakeholder engagement. Stakeholders will have the opportunity to indicate whether they are satisfied or not with the project consultation process and what needs to be changed in the SEP implementation process to make it more effective. A Third-Party Monitor will be engaged on a competitive basis to provide independent operational review of project implementation, as well as verification of all project results. This will include assessing adherence at all implementation levels to the procedures set out in the Project Operations Manual (POM) and other relevant project documents, and in verifying outputs of all project activities. Results of stakeholder engagements will be regularly reported back to the affected communities, as well as the relevant local authorities. The main means for reporting will be through electronic media like emails and fax as well as in some rural area with poor intranet access the reports will be delivered in person.


8.1.Key Performance Monitoring Indicators

Key Citizen Engagement performance indicators to be periodically collected, reported and analyzed include -


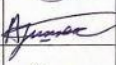
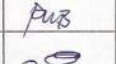
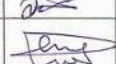
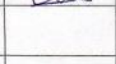
- Number of citizens and refugees provided information about the project
- Number of women participated in formal or public meetings
- Citizen and refugees knowledge about project service (availability, eligibility and transparency)
- Number of active project complaints and appeals in each sub project
- Number and type of formal and informal complaints and suggestions received
- Percentage of grievance redressed claims settled within three months of application

- Percentage of unresolved complaints or disputes during the monitoring period
- Percentage of clients (staff) who assess the complaints procedure as satisfactory or highly satisfactory.

closure



Attendance Sheet
School verification Stakeholders Meeting
Building Skills for Human Capacity Development Project.
 Date: 5.6.2021
Education Stake holders/CE D Office

S/N	Name	Position	Telephone number	Email	Sign
1	Samuel Dem Maries	D-G. AES	0926698185	demdemaries@... com	
2	Awo John Mayen	S-P-S-MCCF	0918116457		
3	Peter Bidong	Northern Program	0928232076		
4	Daniel Jorndom	Central Team	098117582		
5	Chal Nyok	East	0980309580		
6					
7					
8					
9					
10					

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2



Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.
 Date: 24 JUNE 2024

State Ministry of
 Education and
 Instruction Stakeholder
 engagement

S/N	Name	Position	Telephone number	Email	Sign
1-	James Deng Bakwaa	Acting D-G	09155994115		
2-	Awan Toy Awan	b/b1 Basic Educator	09189442251		
3-	Orach Loo Matjats	Act/PAEM & F	0914660728		
4-	Okac Jam Fadilong	D. D/EXAMS	0919605693		
5-	Mangjak Lui yai	D/EXAMINATION	0922554299		
6	Roda Along Mikes	Gender	0918802178		
7-	Awot John Mayiem	M.C.C.F.O	0918116457		
8	Daniel John Edhat				
8	Jal Riasteny	Act H Teacher	0918642327	jalriastbay@gmail.com	

Public Domain

1	Gwap Ajak	Deputy D/Acs	091867884			
10	Pio Asak Amayim	CLCS	0919076001			
11	John Biel Kang	HQS	0918285315			
12	Peter Bidong	Ww City Council	0926232076			PUB
13	Daniel John Odlok	City Council	0981142582			DR
14	Reath Pal Reath	MINISTRY HOR	0917270146			PA
15	Grace S. Lasse	Social Safeguard Specialist	0924001129	grace.lassel@gmail.com		
16	Samuel Dem Marier	D-G-AES	0926678185	demmarier@gmail.com		
17	Thon Michur Kirr	GESS/IO@CINA	0924611454	thon.cina@gmail.com		
18	Daniel John Odlok	Centre Director	—	—		DR
19	Peter Bidong	" "	—	—		PUB



James Dony Galkueth ACB.DG

Public

Partners engagement
and SMOEI ~~benef~~
and closing meeting.



Attendance Sheet
School verification Stakeholders Meeting
Building Skills for Human Capacity Development Project.
Date: 13 JUN 2024



S/N	Name	Position	Telephone number	Email	Sign
1	Grace Sulleji Legge	Social Safety Specialist	09214021129	grace.sulleji@gmail.com	
2	Yah Chok Bah	R.O. Officer - WC	0921338888	lyndchocbah@rednet.net	
3	Isaac Nuan Nicker	CINA Deputy Team Leader	0925589597	Isaac.nuan@gnadiv.com	
4	Thon malith	project officer	0915402252	thon_malith@gnadiv.com	
5	Michael Lam	CINA - School Officer	0917517075	lammichael.cina@gmail.com	
6	Choi Monyor Dav	Asst. Ed. Officer	0981999666	choimonyor.dav@gmail.com	
7	Thon michar Kiv	CINA - S/O	0924611454	thon.cina@gmail.com	
8	Adwok Adiang Kalmal	Supervisor	0916451646	Lelo Pulsum	
9	Peter Bidang Wira N.P.S		0917311381		
10	Awol John maizien	Supervisor	0918116457	maujanawol@gmail.com	

11	Ogieth Awang Dak	0917249716	Ogod Payum Supervisor		
12	Sunday Michael gax	0919881533	Inspector		
13	Deng John Aben	0924726810	City Education Director		
14	Otwal orok Akol	0916877632	D. Mhal		
15	James Deng Gattkuoth	0915599445	Acting D.G		
16	Sanuel Dem Marier	0926698185	MOE D.G	demdenarie@gmail.com	
17	HAKIM DEN S DAN	0980922104	SMOEL member		
18					
19					
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22					
23					
24					
25					

4



Attendance Sheet
School verification Stakeholders Meeting
Building Skills for Human Capacity Development Project.
Date: 8/6/2024

Host community Women Group Internally Displaced Persons

S/N	Name	Position	Telephone number	Email	Sign
1	Nyabou mungu				
2	Akon Juach thot				
3	Nyandem Deng				
4	Achuei Riak Deng				
5	niema Ajar Lul				
6	Nyamuk miuk mnyjek				
7	Alakir Ahcon Deng				
8	Nyandem Buot Aleer				
9	Achal Ayul Mnyjek				
10	Akuol Gieth Yak				

Public Domain

11	Nyangieth Juach Thon				
12	Achan Lat Kual				
13	Awel Mnykuer chol				
14	Awel Deng Kual				
15	Nyanjima Thon Ding				
16	Nyanluk Akol Ayeei				
17	Nyanchen manglang Abiel				
18	Nyankeer migom Thon				
19	Sunday Daku Akach				
20	Nyanysok Mabeng Deng				
21	Nyantor Gieth chol				
22	Nyanysok Mabil Mnyysok				
23	Adan Mnyysok Mnyysok				
24	Achuil Wuor padiet	Women Leader	0917921432		
25	Nyanysok Michar Mnyysok				

Public L.




Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.
 Date: 8.6.2011











Group of Disabilities / Persons living with Disability

S/N	Name	Position	Telephone number	Email	Sign
1	Samuel Dem Maries	D.G. AES	0926698185	demdemmaries@gmail.com	
2	Grace Sukeji Legge	Social Safeguard Specialist	0924001129	gracesukeji@gmail.com	Gh
3	Denny John Aben	EC B	0924726810	—	
4	Philip Gau Lul				
5	Kon Makuay Koung				
6	Aben Akech chol				
7	Athiei chan chol				
8	Nyana Kuch Tol Anuol				
9	Ajak Arop chan				
10	Nyaliew Mou Deng				

11	Nyakong Kiir Lal				
12	Nyanuk Tor Kang				
13	Mading mading Deng	Nurse	0981208100		
14	chol Gach				
15	Nyangreth Deng				
16	Mingiel Ngich chol				
17	Nyok Mongchol Akech				
18	Ayar Lul Meyen				
19	Nyanyirik				
20	Daniel John				
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 Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.
 Date: 12 JUNE 2022

MEETING WITH CHIEFS
OF MALAKA COUNTY.

S/N	Name	Position	Telephone number	Email	Sign
1	✓ Peter Deng Lal	AMdan, central payam	0915673101		
2	✓ Simon Nyok mijor	Sub chief, east payam	0919060511 0915673101		
3	✓ Paul Palet Pakak	Chief, east payam	0925616030		
4	✓ Thon Thuch a'wong	chiefs, central payam	0917597800		
5	✓ Mary Gwang nyikang	Committee, North payam	09100818363		
6	✓ Lechie Joseph Pakak	Member North payam	0980907738		
7	✓ Awin chol wai	chief North	0916766824		
8	✓ Awol John mayen	supervisor	0918116457		
9	✓ Peter Bidang wiu	supervisor	0910311381		
10	✓ Daniel John adwok	supervisor	09811447582		

Public Dis

11	John Kwoi Dan	Omdah, South payam	0917185877		John
12	Johnson Thon maker	Sub. chief central	0984846100		JP
13	James monyok	chief	0980904306		James
14	James Kir wal	chief, central	0980949444		James
15	AKOT Lam Thap	Omdah central	0923478320		AKOT
16	Deng John Aben	ECD	0924726810		Deng
17	Joseph Nyang Deng	Sub. chief North payam	0917984171		Joseph
18	Daniel John	CHS council	092209211477		Daniel ??
19	✓ Zecarie Yar lul	Chief east payam	09105763461		Zecarie
20	Andice Peter oval	chief	0912346901		Andice
21	Deng Agat Dagit	s. chief	0927897020		Deng
22	James Marfu Aool	"	-		James
23	Wacifu Hen Kool	"	-		Wacifu
24	Amet simo Ates	"	-		Amet
25	Amun Peter Kul	Member	-		Amun

Public

26	Dewa (Athar Dewa s. chief	-	-	ms
27	Sham Athar Kang e	-	-	ms
28	Awan Tam Adlan chief	-	-	ms
29	Deng Bol Cham "	-	-	ms
30	Ker chol chol Member	0916790030	-	ms
31	chol Alex Madhang "	-	-	ms
32	thor Madas Bol "	0917900090	-	ms
33				
34				
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Public D

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Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.
 Date: 10 June 2024

Returnees and Refugee women group of Malakal County.

S/N	Name	Position	Telephone number	Email	Sign
1	Samuel Dem Mawere D.G. AES		0926698185		
2			91078808		
3	Tereza Gabriel odwakyor		91050519		
4	Nema Alhadiawid مدير لوريش يون		910778477		
5			910507167		
6					
7			91040771		
8			910770047		
10	Grace sukuti kesse Social safeguard specialist		0924001124		

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Questions for stakeholders engaged

Public

12	Peter Bidong	Supervisor	0910311381	RA	RUB
	Alissa James Bil	Returnees	-	-	RA
13	Anjelina James Thicket	-	-	-	RA
14	Robeca chol pur	.	'-	.	RA
15	Mary Nyaprot Gai	-	-	-	RA
16	Anjelina Nyaboth	.	-	-	RA
17	Robeca Nyachom	.	-	-	RA
18	Martha Nyadal	.	-	-	RA
19	Mary Nyadal Tot	"	"	"	RA
20	Boronica Nyakhan	.	-	-	RA
21	Elizabeth Achol Peter	-	-	-	RA
22	Martha Nyakier Pech	"	"	"	RA
23	Abuk Howe AHER	"	"	"	RA
24	Alissa Nyagud Bil	"	"	"	RA
25	MATCOY giel Pich				RA

Public

26	Nyazwan wal Kuli Reformers			
27	رفیقہ مولانا محمد		- 91-990937	1694
28	اسیہ صالح یونس			17
29	محمد عیسیٰ محمد			18
30	احسان محمد عبدالرحمن			19
31	انتصار عبدالخالق قریشی			20
32	صیبہ حسینہ صیدان			21
33	عواطف عبدالخالق قریشی		927952494	22
34	مواہب حسینہ ابراہیم حیدر			23
35	سیدہ محمد مسیح ادم			24
36	اکرام انکرا ادم			25
37	وزیر طارق ولیم			26
38	Elizabeth Jack			27
39				

Public



Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.

Date: 7.6.2024

Women members/Union Groups

S/N	Name	Position	Telephone number	Email	Sign
1.	Grace Sukeji Lese	social safeguard specialist	0924001129		Gh
2.	Samuel Dem Maries	D-G- AES	092698185	demmaries@gmail.com	
3.	Nyankim Dauden	f	0980394430		
4.	Billy Mon	f	0980394406		
5.	Akuol wok	f	0915156601		
6.	Itava NyameTson	f	0811552		
7.	Nyankolek Wel	f			
8.	NAJUBA ANUERASIM	f	0917622858		
9.	Nyankbol molou Jok	f	091577205		
10.	Nyankroff Wal Dal	f			

Public

11	Aben Chol Awud	f	0922666892	
12	Nyanthon AJak Dera	f	0915897291	
13	Nyanthuer Tor Tok	f		
14	Teres Peter Dera	f		
15	Awadhier Datt Dera	f	0918957701	
16	meris Anou mabok	f	0918410735	
17	Akor Nyoni maJak	f	0927548994	
18	Aner Tor mabior	f	0919439015	
19	Nyanthon Abiel Dera	f	0917730970	
20	meris Adhin Dera	f	0911061082	
21	Nyanwai motuxyu	f		
22	Achol Nyoni maJak	f	0917880869	
23	Rebeka Awal Dera	f	0915105252	
24	Nyanthon Thon Dera	f	0920849130	
25	Deng John Aben		0924726810	

Public

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






Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project.
 Date: 10.06.2024

PARENTS' TEACHERS' ASSOCIATION
 & SCHOOL MANAGEMENT COMMITTEE
 MALAKKA COUNTY

S/N	Name	Position	Telephone number	Email	Sign
1	Grace Sukeji C Legge	Social Steward Specialist	0924001129	grace.sukeji@gmail.com	
2	Jimy Len Njor	School office	0926165605	jimyon@gmail.com	
3	Achul Awouh Abur	chair person PTA	0760694777		
4	John Kuol Tul		0781144151		
5	Monyluk chah Luok	Ship Person	0916119232	m	
6	Kuot Hakim John	SMC	0920772098	malakia girls	
7	Koang Galjick Tuom	SMC	0983904476	malakia gp	
8	YAI Diu CHOCH	SMC	0927687723	yardiu@gmail.com	
9	Thon AROP Ajuang	mbm	0922115656	Good Shepherd	
10	Jima Athon Anyang	Treasurer	0981146760	Good Shepherd	

Public Domain

11	Alino Wien Bol	Secre. Jany	0923333453	Wien bol@gmail	
12	Chol Nyok Deng	Secretary	0987290010		
13	Chol Gach Arop	SMC	0980687276 0917941988	Jolmehozgacharop	
14	Patek Bol Lu	Treasure	0919296151		
15	Thun Them An Jox	Head of PTA	0926888842		
16	Awol John mayen	M-C-C-E-O	0918116457	A. John South payam supervisor	
17					
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Public



Attendance Sheet
School verification Stakeholders Meeting
Building Skills for Human Capacity Development Project.
Date: 3-6-2024

S/N	Name	Position	Telephone number	Email	Sign
1	Samuel Den Mariser	D-G	0926698185	dendamarise@gmail.com	
2	Grace Suriye Legge	Social safeguard specialist	0924001129	grace.suriye@gmail.com	
3	Denny John Aben	CEO	0924726810		
4					
5					
6					
7					
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9					
10					



Public

11	Adwok Adiang Kalmal	Sebouers	0916951646		
12	Ogieth Awang Dak	Ogod Puyam Supper Visser	0917249716		
13	Thon machar kiir		0924611454	thonmichew@gmail.com	
14	Charles chak Deng		0980346513		
15	Pualo Adyang		09114-0707 0980346513		
16					
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22					
23		Makal County			
24		otwol omuk Akol			
25		D		10/6/2024	

Public



Attendance Sheet
 School verification Stakeholders Meeting
 Building Skills for Human Capacity Development Project
 Date: 10 June 2024

Meeting to debrief the
 COMET about the past
 week.
 - Call for a meeting with edo
 - Facilitation of Maral
 county.

S/N	Name	Position	Telephone number	Email	Sign
1	James Dery Garkueth	Acting D/G	09155994115		
2	Awan Toy Awan	B101 Basic Education	0918742251		
3	Roda Along Nyikes	Gender	0918802178		
4	Monwike Lual Yai	D/Examination	0922554299		
5	Orach Laa Matich	Act/DADM&F	0914660728		
6	Samuel Dem Marie	D-G. AES	0926698185		
7	Okac Jam Fadilong	D. D / EXAMS	0919605093		
8	Grace Sukeji Legge	Social safeguard specialist	0924001129	gracesilva@gmail.com	
9	Otwal Onak Akar	D-Mkel	09168747632		
10	Sunday Michael	Inspector	098045322		

Public

