

# Stakeholder Engagement Plan

# Stakeholder Engagement Plan

**Federal Ministry of Education**  
**Khartoum, Sudan**  
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# SUDAN EDUCATION COVID-19 RESPONSE PROJECT

## Stakeholder Engagement Plan (SEP)

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## SUDAN EDUCATION COVID-19 RESPONSE PROJECT

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#### I. Project Overview

1. The Ministry of Education (MoE) is seeking to work with stakeholders and partners to implement an emergency plan in response to COVID-19 Pandemic that draws from the experiences in the region and worldwide. Though the current state of this health emergency is new to many of the actors in the sector, international expertise, building on the global experience in strengthening education as a response to national and global emergencies could offer insights that support the development of this plan. The Ministry's plan is to ensure the continuous learning of students during the stay-home period.
2. In order to deliver this plan in an effective way, the Ministry considers that it is critical to work with its Education Sector Partners and relevant stakeholders to bridge the gap in student learning across the eighteen states of the country.

#### II. Project Description

3. **Component 1: Ensuring learning continuity through TV, radio, and newspapers (US\$13.30 million).**
4. **Sub-Component 1.1: Production and dissemination of TV and radio education broadcast and newspaper education columns (US\$2.00 million).** This sub-component will support (i) curation and adaptation of distance learning programs in Mathematics and Arabic (including relevant materials available from other Arabic speaking countries) to be broadcasted through TV and radio with assignments for students to engage in; (ii) development of Arabic and Mathematics columns to be disseminated through newspapers; and (iii) development of guides for teachers to grade and record the results of students' assignments.
5. Broadcasting free radio and TV lessons to give children an opportunity to continue learning. Radio programs would target all school-age-children in all 18 states of Sudan. TV lessons would complement radio instructions in Khartoum and other urbanized areas with high penetration of television. The lessons would be aired on national radio and TV stations 4-6 hours a day from Saturday to Thursday (in Rwanda the duration is six hours, in South Sudan – four hours). The lessons would focus on students in basic schools (grade 1-8 students). The Project will facilitate interaction with pupils through text messages and phone-ins.
6. The Project will support the National Center for Curriculum and Educational Research (NCCER) in developing the learning continuity programs. First, the NCCER will select textbooks in Math and Arabic to broadcast through radio and nominate teachers to record the lessons. NCCER will also work with textbook authors and teachers to prepare Arabic and Mathematics assignments to be distributed to students in newspaper columns. The selection of key content, development of audio and TV materials and corresponding assignments to be given to students should ensure simplicity and easy accessibility for parents and teachers to follow.

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7. The Project will also support extensive radio awareness campaign for COVID-19 prevention by working with radio channels at the national, state, and locality levels during peak hours to deliver hygiene messages, promote handwashing and practice social distancing.
8. Protecting girls and vulnerable children. Beyond filling the gap in learning, the Project also seeks to protect vulnerable children – and especially girls – as they spend months out of school and mitigate the heightened risk of early marriage. Girls are more likely to end up doing household chores and might not return to school. Using radio and other technologies to promote safeguarding and health messages, supplemented by human interaction with their teachers or other community leaders, could help protect adolescent girls from sexual abuse, violence, and pregnancy. One way to improve child safeguarding is promoting parental participation in radio learning.
9. **Sub-Component 1.2: Engagement of students and teachers in the learning continuity programs (US\$7.65 million).** For both radio and newspaper-broadcast, assignments in Math and Arabic will be developed to engage students in the learning process. Guidance for completing the assignments will be provided to students at the end of each episode. Pupils will be asked to complete the assignments, and their parents will leave the complete forms in a drop box (secure and weatherproof) installed in each public school. Blank quiz sheets will be printed in newspapers. Teachers will mark the assignments and submit the results to the Project M&E team in SMS/WhatsApp. Paper forms of the assignments will be stored in schools and audited by a third-party when schools resume. When students are back to classrooms, headteachers will recognize/reward those students that completed most assignments.
10. The Project will, where appropriate, mobilize the participation of community teachers. Community teachers account for one in six teachers in Sudan and are very important in sustaining the education delivery to date. With the school closure because of the COVID-19 pandemic, these teachers' livelihood will be severely affected as they would no longer receive support from parents and communities. Therefore, the Project will prioritize community teachers to be assigned in each participating school to collect the quiz result and grade them, with a small stipend to be provided to these teachers for their efforts.
11. The Project will provide COVID-19 grants to schools to incentivize children to return back to the classroom. Grants will be used to (i) remunerate teachers for grading of student assignments, (ii) buy cell phone minutes, text, and data for teachers to transfer results of grading and communicate with students, (iii) recognize/reward those students that completed most assignments; (iv) buy soap and water, (v) procure minor stationery such as chalks, pens/pencils, and paper. Schools may also use grants to prepare welcome packages for students when they come back.
12. **Sub-Component 1.3. Provision of water tanks to schools without water and radios to the poorest families (US\$3.65 million).** Under this sub-component, the Project will provide water storage tanks (1,000 L) for schools lacking water storage facilities to help in

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handwashing and hygiene once the schools are open. According to the Annual School Census, there are at least 1,647 public schools without water supply including 223 schools for girls (2018/19). Schools will be allowed to purchase water to support hand-washing and other wash and sanitation needs to reduce the risk of COVID-19 resurgence.

13. Also, the Project will provide radios and solar power banks to target households. The Project will target communities with schools without electricity and the lowest learning outcomes (bottom 20 percent). Rich school-level data obtained from the School Census in 2015-2019 with support from the BERP will be used for the targeting of project beneficiaries. It is expected that approximately 100,000 poor households will receive the radios.
14. **Component 2: Monitoring learning to support appropriate teaching strategies when schools resume (US\$0.90 million).** This component will support schools to conduct a rapid assessment of student needs when schools resume. The closure of schools, even with mitigation measures, will result in slower learning progress. The poorest are likely to fall further behind their richer peers. When schools re-open, a rapid assessment of students will identify learning gaps and inform remedial programming and learning opportunities so that all children catch up to grade level rapidly. Finally, the analysis of the graded assignment (quizzes) in Component 2 will also inform what teaching and remedial strategies are needed to help students catch up.
15. **Component 3: Program coordination and management (US\$0.45 million).** This component will support the Federal MoE in overall program coordination, monitoring, and evaluation. The Program Coordination unit will cover functions such as planning, procurement, financial management, environmental and social risk management and monitoring and evaluation. Technical experts will be mobilized as necessary. The Program Coordination unit will monitor the progress by collecting and analyzing school-level data under the Annual School Census.

### III. Brief Summary of Previous Stakeholder Engagement Activities

16. **ESMF Preparation Consultation.** Consultations for the preparation of the ESMF for the (P167169) with different stakeholders was held from April 4-29, 2019. The project will be using this ESMF for screening of activities that will be financed under the Sudan Education COVID-19 projects.
17. A stakeholder consultation was carried out during the preparation of the proposed Sudan Education COVID-19 project activities in defining the scope of the project as well as to respond to issues of concern relevant to different stakeholders. The consultation was conducted virtually by the Task Leaders with key staff at the federal level with the project Implementation Unit (PIU), the Federal Ministry of Education, National Center for Curriculum and Educational Research (NCCER). The consultation informed the framing of and prioritization activities.

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18. Whereas, as interrelated World Bank financed projects supporting the education sector in Sudan, there has been consultation with stakeholders for the preparation of the Sudan Basic Education Project (P167169) and the Sudan Education Emergency Project (P172812) including, but not limited to: Government officials, school education council members, and school principals. The ESMF preparation consulted with the State Higher Council for the Protection of the Environment (SHCPE), National Center for Curriculum and Educational Research (NCCER), teacher association, education practitioners and key government offices directly involved in the project's implementation. Specifically, the consultation process included orientation meetings with senior officials from the Federal Ministry of Education, River Nile State Ministry of Education, River Nile State Higher Council for the Protection of Environment, and the School education council members, and school principals of Shendi Locality Parent teacher association and communities. The minutes of meetings, list of attendees and pictures were included and disclosed in the P167169 ESMF in April 2020. The consultation pictures and minutes are attached in Annex-I.
19. **Grievance Redress Mechanism.** The project provides for a Grievance Redress Mechanism (GRM) at the Federal MoE, State MoE, community and locality levels. The project Management Information System should include a module to record complaints and the ways in which they were addressed. The intended GRM for this project will be specific to the project and various accountability tools will be used to track and evaluate effectiveness of interventions.
20. The Sudan Basic Education Development Project's GRM is defined as a systematic process for receiving, registering and facilitating resolution of concerns, complaints and grievances logged by affected people and other stakeholders about the social and environmental issues. Given complementarity of these projects supporting the education system in Sudan (P167169, P172812) and this proposed P174220 project, the client will not set up a parallel system. The GRM is at varying stage of evolution and functionality. This project will work on strengthening of the GRM system established by Sudan Basic Education Project supported states and help the setting up in the new states which will be covered in this project. The client (Ministry of Education) should be aware of and respond to stakeholders' concerns building on the existing BEDP GRM using an understandable and transparent process that is gender responsive, culturally appropriate, and readily accessible to all segments of the complainant. Generally, the Mechanism will ensure that (i) the public throughout the country where the Sudan Education COVID-19 investment for the television, radio, newspaper programs are aware of their rights to access, and shall have access to the mechanism free of administrative and legal charges, and concerns arising from Sudan Education COVID-19 Response project supported activities. The Grievance Committee at project level shall constitute among other members, an officer from the Local Government Authority, e.g. Locality Environmental Officer, Project Coordinator, a member from a recognized Non-Government Organization and a community representative. The functionality of the existing GRM is not evaluated but will be assessed as part of this project financing.

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21. The project will strengthen/establish one or several Grievance Redress Mechanism(s) accessible to Sudan Education COVID-19 Response project beneficiaries at different levels of the project implementation. The proposed Project will strengthen the GRM in areas where the GRM was established during the BEDP and set up in States where the project is newly targeting. The structure will be; 1) Project level GRM, 2) Site specific GRM at school level, and 3) Report on the functionality of the GRM as part of the quarterly regular project reporting. The GRM establishment in new states will be within one month after effectiveness. The GRM scope, procedures and principles are defined in the P167169 project ESMF reviewed and cleared in April 2020.

22. **Gender:** the project will consider gender sensitive planning, through systematic gender analysis, action, monitoring and reporting. The analysis will consider gender disparities among different states, retention of girls in schools, understanding female teacher situations. The gender aspects differ among pastoralists, geographic locations, agro-pastoralists, which will be accounted in the planning and implementation of the project. The gender aspects in learning could be affected due to limited enrollment of girls because of inadequate latrines and/or societal pressures in some States and increased gender-based violence, sexual abuse and workload on girls to productively pursue their education. The project investment will focus on protecting girls and vulnerable children, as they spend months out of school and mitigate the heightened risk of early marriage. The project will use radio and other technologies to promote safeguarding and health messages, supplemented by human interaction with their teachers or other community leaders, improve child safeguarding by promoting parental participation in television and radio learning, and ensure the schools for dropping assignments are safe for pupil and their parents. The message development and operationalization of the gender commitments in this project will be dispatched through the environment and social expert at the national and social mobilizers at State and locality levels. The message developments at the MoE level will be supported by a gender specialist STC who is supporting the Sudan Portfolio on gender issues.

**Gender Based Violence:** The project is not expected to exacerbate Gender Based Violence or Sexual Abuse and Exploitation. The prevention and risk reduction works of the project will engage in awareness and stakeholder engagement campaigns as part of the continuous community consultation that will accompany project activities. For cases of GBV and sexual exploitation and abuse (SEA), the State PCU social mobilization and grass-roots capacity building/school grant coordinator specialist will be the focal person to ensure referral and services. If cases are reported, the project will allocate adequate resources to build awareness of this mechanism for bringing GBV grievances to the attention of the State focal person. The State focal person will receive training in the basic principles of GBV case management, encompassing confidentiality, a non-judgmental approach, and service referrals for survivors. Adoption and Implementation of the GBV Action Plan will be done within six months of effectiveness and during project implementation and maintained throughout the Project life.

23. **Strategy for information disclosure:** the project will dispatch information as appropriate, to

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government entities; local communities; vulnerable groups; indigenous groups; pastoralists, teachers, students, parents, parent teacher association, and development partners. Among others, the environment and social risk management instruments, such as, SEP, ESMF, relevant E&S documents; GRM procedure; regular updates on Project development. Information disclosure will use different strategies including, public notices; electronic publications and press releases on the project web-site; dissemination of hard copies at designated public locations; press releases in the local media; consultation meetings; information leaflets and brochures; television, radio, newspaper, separate focus group meetings with vulnerable groups, as appropriate and considering the COVID-19 situation guidance.

24. **Stakeholder Mapping:** The proposed Sudan Education COVID-19 Response Project (P174220) builds on the stakeholder mapping exercise undertaken for its predecessor World Bank supported education sector projects (P167169, P172812). The stakeholder mapping exercise identified various stakeholders who are directly involved, indirectly affected and interested about the proposed project. The **National** level actors include, the Ministry of Education, Ministry of Health, National Center for Curriculum and Educational Research (NCCER). Whereas, interested other stakeholders include World Bank, WHO, UNHCR, Local Donor Group (LDG)-about 17 bilateral and multilateral development partners and the Education Coordination Group (ECG), led by UNICEF, Academia. At a state level, **State** MoE, State Ministry of Health, Television and Radio broadcasters, Newspapers, Contracted CSO/NGOs and at the **locality** level the Education Offices, Schools, Communities at the locality, Female Students, Vulnerable Students, Refugee and IDPs, Teachers, Parent-Teacher-Association, Teacher Union (if any), teacher association. The frequency of stakeholder engagement, the type of appropriate consultation methodology, the level of consultation (national, state, locality, school), and responsible entity for the consultations is presented in the table below.
25. **Budget:** the budget for the stakeholder engagement plan will be drawn from the project finance at all levels.
26. **Proposed strategy to incorporate the views of vulnerable groups:** The project will carry out targeted stakeholder engagement with vulnerable groups to understand concerns/needs in terms of accessing basic information about COVID-19, distance education lessons, assignment and assignment feedback. The communications will be tailored to effectively engage and communicate to vulnerable group including pastoralists (given the nature of their livelihood) will be considered during project implementation.
27. **Reporting back to stakeholders:** Stakeholders will be kept informed as the project develops, including reporting on project environmental and social performance and implementation of the stakeholder engagement plan and functionality of the grievance mechanism, including using distance education mediums (television, radio and newspaper).
28. **Monitoring and Reporting:** The SEP will be periodically revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified methods of engagement remain

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appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP. Quarterly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff at locality, state and national level and referred to the senior management of the project. 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. SEP implementation effectiveness will be assessed through predefined key performance indicators (KPIs) on regular basis, including the following parameters:

- a. Number of virtual and face to face meetings (public and school meetings).
- b. Consultation meetings and other public discussions/forums conducted within a quarterly reporting period.
- c. Frequency of public engagement activities.
- d. Number of public grievances received within a quarterly reporting period.
- e. Number of grievance/information request cases resolved within the prescribed timeline.
- f. Number of COVID-19 messages broadcasted in the television, radio and newspapers.

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#### IV. Stakeholder Engagement Plan

The following stakeholder engagement plan at the national level and adjusted to the local context. The stakeholders presented in the following table are identified during the preparation of the Sudan Basic Education Project (P167169) ESMF and Sudan Basic Education Emergency Support (P172812) project. The implementation of the activities will be financed through project resources at National, state and local level; different levels of the project management.

	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
1	Ministry of Education	Implementing Agency	Project objective, rationale, components, school targeting criteria	National	Project implementation review meetings and reports.	Regularly
2	Ministry of Health	Partner	COVID19 message framing for television, radio and newspaper	National	Virtual meeting, email communication	Regularly
3	National Center for Curriculum and Educational Research (NCCER)	Partner	Develop the learning continuity programs in math and reading for preparation of television, radio and newspaper contents.	National	Virtual and face to face meeting, email communication	Regularly
4	Television and Radio broadcasters	Interested Parties/Contracted	Production and broadcasting of math and reading content developed by NCCER and sharing feedback to MoE, State MoE and NCCER	National	Virtual and face to face meetings, Progress Reporting by MoE	Monthly

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	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
5	Newspapers	Interested Parties/Contracted	Project objective, rationale, components, school targeting criteria	National	Virtual and face to face meetings, Progress Reporting by MoE	Monthly
6	State MoE	Implementing Agency	Project objective, rationale, components, school targeting criteria	State	Project implementation review meetings and reports.	Regularly
7	State Ministry of Health	Partner	COVID19 message framing for television, radio and news paper	State	Same as #5 above	Regularly
8	Contracted CSO/NGOs	Implementing Agency	Project objective, rationale, components, potential environmental and social risks and mitigation measures, GRM, voluntary teachers code of conduct	State and locality level	Project implementation review, including performance report.	Monthly
9	World Bank	Funding	Project implementation performance reports	National	Progress Reporting & Implementation Support Missions	Quarterly report
10	WHO	Partner	COVID19 Realtime data and response	National	Virtual meeting, email communication	Regularly

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	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
11	UNHCR	Partner	Project objective, rationale, components, school targeting criteria and delivery of school grant	National	Progress Reporting by MoE	Quarterly report
12	Local Donor Group (LDG)-about 17 bilateral & multilateral development partners & the Education Coordination Group (ECG), led by UNICEF	Partner	Project objective, rationale, components, Sudan COVID19 education response Project, and project implementation performance	National	Progress Reporting by MoE	Quarterly report
13	Academia	Interested Parties		National	TBD	TBD
14	Locality Education Offices	Implementing Agency	Project objective, components, assignment drop and collection center, potential environmental and social risks and mitigation measures, GRM, voluntary teachers code of conduct	Locality	Assignment drop and collection center, implementation performance review and reporting.	Regularly

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	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
15	Schools	Direct	Schools may access water tank after the COVID recovery, and project implementation performance, potential environmental and social risks and mitigation measures, consultation process, functionality of the GRM, volunteer teachers code of conduct.	Local		At least quarterly
16	Communities at the locality	Direct	Same as #14.	Local	Public meetings	At least monthly
17	Female Students	Direct	Same as #14.	Local	School meetings	At least monthly
18	Vulnerable Students	Direct	Same as #14.	Local	School meetings	At least monthly
19	Refugee and IDPs	Direct	Same as #14.	Local	Public meetings	At least monthly
20	Teachers	Direct	Same as #14.	Local	School meetings	At least monthly
21	Parent-Teacher-Association	Direct	Same as #14.	Local	Public meetings and School meetings	At least monthly
22	Teacher Union (if any)	Direct	Same as #14.	Local/State / National	See LMP	At least monthly

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	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
23	Teacher association	Direct	Same as #14.	Local/State / National	See LMP	At least monthly

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##### **Consultations with Selected Key Stakeholders**

A stakeholder consultation was carried out during the design of the project activities as well as the ESMF preparation exercise with the aim of explaining the objectives and scope of the project as well as to discuss and respond to project issues of concern to different stakeholders. The consultation was conducted at the federal level (including the project Implementation Unit (PIU)), the Federal Ministry of Education), and at the State level, the River Nile State Ministry of Education was visited in addition to Shendi locality and the proposed school construction sites for two schools. The stakeholders consulted included, but not limited to: Leading Government officials, School education council members, and school principals. Other groups consulted include the State Higher Council for the Protection of the Environment (SHCPE), teachers association, Education Practitioners and key government offices directly involved in the project's implementation. Specifically, the consultation process included orientation meetings with the senior officials from the Federal Ministry of Education, River Nile State Ministry of Education, River Nile State Higher Council for the Protection of Environment, and the School education council members, and school principals of Shendi Locality.

The consultation started by a preparatory meeting that was conducted on April 4, 2019 with the PIU staff and the World Bank Country's Office Senior Civil Engineer. The PIU staff presented a brief historical background about the BERP and its inception. The issues raised can be summarized as follows:

##### **1) Capacity building**

In this regard, the project conducted a number of baseline studies to assess the capacity building needs of the different stakeholders across the 18 participating States and at the federal level. In response, a large number of training modules on World Bank safeguards were conducted that targeted the federal level stakeholders as well as State level stakeholders. A review was done for all the safeguard tools and lessons learned were documented. At the State level, only the staff of the Ministry of Education were trained. The land acquisition for constructing new school units or renovating old school units was carried out in specific locations from the central PIU.

##### **2) Construction**

The construction of schools was done with two modalities: 1) Government modality in which case the PIU through its focal points within the federal Ministry of education implements all the contractor's procurement, supervision, testing and commissioning. 2) Community construction modality in which case, the community

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(basically the Parent and Teacher Association PTA) undertake the process of the contractor's selection, supervision, and commissioning of the buildings. This was actually a successful training module for the community at large and the school PTA members particularly. It was highly accepted by PTA members and was considered as a platform for the ownership of all the project's activities. This assessment was done in spite of the fact that the project would not fund construction of new school units. The project is supposed to support the follow up of the contractor's work in this phase of development.

#### 3) Textbooks

In this regard, the BERP conducted a number of awareness training modules targeting local communities and teachers about the sustainability of using the schoolbooks and how that can benefit the whole pupils in the community. This was indicated by the fact that brothers from the same family can use the same book consecutively each year. Some training was done for storekeepers on how to register and keep the books clean. A policy for the distribution and use of these books was developed. The PIU and in consultation with the Ministry of Education supported the design of textbooks through a very interactive training programme.

#### 4) School grants

The BERP availed the school grants to cover basic requirements for the enhancement of the education process outputs. Most of the receiving school education council members were trained on how to use the grant by selecting the right items and developing a school action plan for the grant use during the school year. The school grant was intended to cover the following items among others: Hygiene, Water Tanks, Environmental, and Educational materials.

#### 5) Land acquisition

In this regard, the BERP conducted targeted site visits for assessing the school allotted land and its suitability for the educational process. Basically all the land acquisition assessments were conducted through site visits by the PIU M&E expert. In general, the project's selected schools did not encounter any land acquisition problems throughout the country. A check list that was used for this assessment is attached as **Annex 9** (English) and **Annex 10** (Arabic).

A separate consultation was done with the BERP engineers and their main concern is that they were not trained in the environmental safeguards and they did not participate in filling the ESMF formats. When asked about their knowledge of some issues such as tree felling, use of heavy machinery, standing water etc. their response was that they do not know how to respond to these issues.

A site visit was conducted by the consultant to the River Nile State Ministry of Education on April 28 -29, 2019. A meeting was conducted in the presence of the Director General of the State Ministry of Education and his staff who is responsible for the BERP (see Plate 1). The main points of the discussion were:

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- They lack of training on the World Bank's environmental safeguards
- They were not trained to use the ESMF screening formats
- There were some problems regarding toilets usage i.e. 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> graders (ages 5 – 13) using the same toilet.
- Small land area to meet playground activities for schools within towns
- The maintenance cost of the newly constructed school units is a challenging issue
- The construction waste remains in the school area
- The process that was adopted for the development of the education master plan was top-down and that needs to be rectified.
- The school grants were a good training module to connect the community with the school. It also triggers the contribution of those who are well off to contribute and add more budget to the schools.
- There is a need for more training for the school PTA members.
- The BERP prepared a new design for the project's new schools and there is an increasing adoption of that design in other places within the State (the proposed master plan for new schools that was floated by the project is shown in Fig. (7) below). The master plan layout represents an ideal school. There were some variations to this layout due to land limitation. The communities around the country should be educated about the model school and its environmental benefits for the future of their children's' education.

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- School books face transportation delays for their delivery to schools at the beginning of the school year. Some schools started already the New Year and grade 5 new text books did not arrive yet.
- There is a big problem with contractors who fail to honor their contracts in time due to the variations in inflation.
- The construction with (Blocks) has some problems as opposed to the use of fired bricks and it is recommended to use fired bricks. It was explained to them that the use of fired bricks lead to some serious environmental problems and all efforts should be exerted to relief the environment.
- Training on how to develop education strategy at the State level is recommended.
- As most of the newly constructed schools are in low income communities, it is recommended to add school furniture to the newly constructed units. The project's manager explained that the project is going to provide furniture after completion of these school units.
- It is also recommended to add sports facilities in the new design with green areas and afforestation



Plate 2: Meeting with the Director General, State Ministry of Education, River Nile State

A meeting with the Secretary General, SHCPE and his team (see plate 2) was undertaken on April 28, 2019 and the main outcome of the discussion is as follows:

- As a State agency, they know that there is an education support project, but they do not know the scope of work of the project.
- The SHCPE was constituted in 2008 from 12 members and headed by the Minister of

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Agriculture and other Ministers in addition to other stakeholders. The SHCPE law needs to be upgraded in light of the new change in government at the State level. In 2018, the governor of the State issued a decree establishing the SHCPE headed by the governor.

- The SHCPE has specialized committees that address all kinds of environmental issues such as air pollution control, natural resources development etc.
- The SHCPE is mandated with issuing EIA certificates for development projects.
- The health education should be part of this project. This is due to the fact that the health of these youngsters should be taken into consideration at this early stage.
- The SHCPE has the capacity to handle the environmental safeguards and is willing to participate in the BESP Committees Statewide. The SHCPE has qualified staff that work at the University and the designated ministries that can be used by the project. The SHCPE cooperates with a number of NGOs such as Sudanese Environment Conservation Society (SECS) and Sudanese Red Crescent.
- Teachers are considered the main drivers for human development in the State.
- The drop out of young girls and boys is a concern in the State
- Awareness campaigns should be used to orient all stakeholders about the environmental issues in the State.



Plate 2: Meeting with the Secretary General, State Higher Council for the Protection of the Environment, River Nile State

At the El Sheikh El Tayeb primary school (shendi Locality), the education council and the school principal were met on April 29, 2019 (see plate 3, 4, and 5). This school operates only partially

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due to lack of classes. The project is building three new units (3 classrooms + 3 Teacher offices + two toilet sets).

The school serves 390 students (boys and Girls).

It was clear that El Sheikh El Tayeb school's PTA head and members were trained on how to deal with the ongoing construction. They were trained to do so by the BERP. It was noted that the contractor was not adopting the environmental clauses in the contract such as:

- 1) The building material waste is scattered in and around the construction site.
- 2) There were no signs of danger around the newly constructed toilets where there is open pits around the building with no signs to indicate that there is a dangerous work site. The construction site was not attended and was not enclosed with hazard signs.
- 3) It was also noted that the constructed toilets design needs some revisiting. This was due to the fact that its cost represent a high portion of the whole school construction budget (35 %). It is over designed and it is recommended that an assessment be made for the already constructed and used toilets in schools that were constructed elsewhere in the country in phase I. The results of this assessment should inform the process of upgrading the new toilets design.

There was a discussion with the El Sheikh El Tayeb School's Headmaster and the head and members of the PTA about who would bear the cost of maintenance of the newly constructed school units. Will the communities be willing to take over that responsibility? Their response was that the community around this school is very poor and could not even support the provision of water for the whole village and specifically for the school. They said that maintenance would be a real challenge and the project proponents need to take this issue seriously. This issue needs to be discussed with the State Government and the State Ministry of Education to find a solution to the repair and maintenance of the newly constructed school units by the project. It would be just a waste of resources if no such repair and maintenance plan is worked out for each of these school units.

In this regard, it is highly recommended that the BERP should have an early discussion with the Ministry of Education at the federal and State levels and the private sector to work out a modality for the sustainability of the operation and maintenance of the newly constructed school units.

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Plate 3: New School unit under construction, Shendi Locality, River Nile State



Plate 4: Old School unit that is going to be replaced by the new school unit, Shendi Locality, River Nile State

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Plate 5: Same new School unit under construction, Shendi Locality, River Nile State

At the El Musayab primary school (shendi Locality), the head of the PTA and the school Headmaster were met on April 29, 2019. This school operates only partially due to lack of classes and is thus similar to El Sheigh El Tayeb basic education school. The project is building three new units (3 classrooms + 3 Teacher offices + two toilet sets).

It was clear that the education council head and members were trained on how to deal with the ongoing construction as was the case with El Skeikh Al Tayeb School. They were trained to do so by the BERP. As is the case with El Sheikh El Tayeb Basic School, it was noted that the contractor was not adopting the environmental clauses in the contract such as:

- The building material waste is scattered in and around the construction site.
- There were no signs of danger around the newly constructed toilets where there is open pits around the building with no signs to indicate that there is a dangerous work. The construction site was not attended and was not enclosed with hazard signs.
- It was also noted that the constructed toilets design needs some revisiting. This was due to the fact that its cost represent a high portion of the whole school construction budget (35 %). It is over designed and it is recommended that an assessment be made for the already constructed and used toilets in schools that were constructed elsewhere in the country. The results of this assessment should inform the process of upgrading the new toilets design.
- It was also noted that the school area is squeezed and surrounded with houses from all directions and there is no fence. This is not a good education environment where the students can see people moving around while they listening to their teachers. The school area is very tight and there is no place for playground and other educational activities.

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### Stakeholder Engagement Plan (SEP)



Plate 6: A new toilet under construction

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### **Stakeholder Engagement Plan (SEP)**



Plate 7: A finished toilet built by the previous project

A summary of the stakeholder's views and concerns on the Environmental and Social Safeguards capacity assessment is shown in table 5.

# SUDAN EDUCATION COVID-19 RESPONSE PROJECT

## Stakeholder Engagement Plan (SEP)

**Table 5: Outcome of Group Discussion**

	<b>Issues identified</b>	<b>Stakeholder suggestions to manage issues</b>
1	Lack of awareness on safeguards among provincial and divisional educational staff including school principals.	<ul style="list-style-type: none"> <li>• Raise awareness among a wider array of MoE officials, as well as State, Locality and school-level staff on the purpose of safeguards, processes involved, and potential benefits.</li> <li>• The State Higher Council for the Protection of the Environment (SHCPE) was not part of the implementation of the BERP</li> <li>• The SHCPE has the mandate and regulatory framework for the protection of the environment and these need upgrading</li> <li>• The SHCPE has enough capacity at the Universities and State ministries to supervise the implementation of the environmental safeguards</li> <li>• Health education should be part of this development in the State to keep young students in a good health.</li> <li>• The curriculum should advocate for these environmental safeguards earlier in the educational process</li> <li>• For land acquisition, usually public schools do not encounter any land acquisition problems, while the private schools usually do.</li> <li>• The BERP State committee acknowledged that they did not liaise with the SHCPE and they do recognize its vital role for supporting the proper implementation of the environmental safeguards especially during construction of all BERP schools and facilities.</li> </ul>
2	Screening formats provided in ESMF are too complex for non-technical experts to understand,	<ul style="list-style-type: none"> <li>• The State committee complained that they were not involved in filing the screening formats for the environmental issues.</li> <li>• Filing the screening formats was conducted by a team of experts from the central PIU.</li> <li>• They need training in filling the screening formats for the sub-projects.</li> <li>• It is recommended that the screening formats should be simplified and the purpose of the screening should be made clear through a training program for locality and State level engineers/staff charged with completion of due diligence requirements.</li> </ul>

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3	Lack of a master plan at school level leading to environmental and social compliance issues such as inappropriate positioning of toilets and pits leading to water and soil pollution.	<ul style="list-style-type: none"> <li>The school grants programme was indicated by all as a good training programme for developing the school action plan and the school master plan.</li> <li>The master plan was developed top down and needs to be developed bottom up.</li> <li>It is recommended to ensure a robust master plan is in place before any development activity is commenced.</li> </ul>
4	Some schools face space constraints and may need additional land for expansion. Acquisition can be a lengthy process lasting several years.	<ul style="list-style-type: none"> <li>The space problem faces schools that exist in towns, especially private schools, while those in rural areas have enough space.</li> <li>The land acquisition process is well documented for all participating schools in the BERP.</li> <li>The BERP developed a master school site plan that was used by the participating schools in the River Nile State.</li> <li>No incidents of land acquisition due to the fact that the PTAs of all schools were trained on how to follow the adopted State land acquisition administrative procedures.</li> </ul>
5	Resources allocated for construction, but not for maintenance thereafter.	<ul style="list-style-type: none"> <li>Most of the school PTA members indicated that the maintenance is going to be a challenge especially in low income localities and communities.</li> <li>The State committee indicated that, it would be a good idea to adopt a system of community contribution to the process of maintenance of the newly constructed school units as an indicator for allocating the GERP resources.</li> <li>Community commitment for in kind and financial contribution is recommended as a sustainability indicator for the development of education in the whole country.</li> </ul>
6	Safeguards compliance seen as an additional task by State and locality educational staff.	<ul style="list-style-type: none"> <li>The PTA members indicated that with little training, the safeguards compliance task would be undertaken with no extra cost. They see that it is part of their educational responsibility and not as an additional task</li> <li>It is recommended to provide a transport allowance/incentive to the BERP engineers and other staffs concerned for close follow up and monitoring of school unit construction.</li> </ul>
7	Lack of technical capacity at all levels in implementing safeguards requirements	<ul style="list-style-type: none"> <li>The State education committee is well equipped with the technical knowledge to handle the basic environmental issues within the educational facilities in the State.</li> </ul>

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		<ul style="list-style-type: none"> <li>• They admit that special training on environmental safeguards would increase their capacity to avail an environmentally safe educational programme in the State.</li> <li>• It was recommended that a capacity building program for safeguard planning and due diligence should be conducted for the State engineers and the locality Education departments.</li> <li>• Capacity building to monitor safeguards should be done at the school level.</li> </ul>
8	Principals and SDC have limited role in deciding building sites, and in monitoring construction activities at school premises.	<ul style="list-style-type: none"> <li>• The school Headmaster and the PTA head indicated the training that they undertook under the school grants programme was instrumental in their carrier.</li> <li>• The programme that was adopted by the BERP including handing over all the construction responsibility for the school units was the first in its kind in the State.</li> <li>• Going through preparing the tender documents, recruitment of the contractors, and the supervision of the construction process all through, gave them confidence in deciding on big issues in their communities.</li> <li>• The process of involving communities in the management and supervision of the BERP components has further strengthened the role of community's participation in the educational process in their village.</li> <li>• It is recommended that supervisory role should be given to PTA's on safeguards implementation.</li> <li>• This supervisory role for the PTA's should be incorporated in the building contract.</li> </ul>

### School Level Consultation

	Issues identified	Stakeholder suggestions to manage issues
1	<b>General</b>	
	Lack of awareness on safeguards requirements amongst principals, teachers and parents.	<ul style="list-style-type: none"> <li>• It was evident that there is urgent need for training the school principals, teachers and the village communities in the safeguards requirements especially for construction of new school units or refurbishment of old school units.</li> <li>• The need for training was evident throughout the State.</li> </ul>

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		<ul style="list-style-type: none"> <li>It is thus recommended that awareness raising on environment and social safeguards, their importance, and expected benefits should be done at the community level</li> </ul>
2	<b>Environmental and social issues related to on-going construction activity</b>	
	<p><b>Social issues:</b></p> <ul style="list-style-type: none"> <li>Girl's toilets being adjacent to the construction site and sometimes being used by laborers.</li> <li>Instances of intimidation of female students.</li> <li>Principal powerless in tackling issues connected with construction workers/contractors.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the construction was done during school closure</li> <li>The community participated in providing guesthouses for the construction workers to address the issue of open defecation and the use of the school toilets.</li> <li>There was no reported incidence of female student intimidation. However, this is a very sensitive issue in the State at large and has zero tolerance.</li> <li>The BERP made use of the UNICF awareness program on the education of female students.</li> <li>The Headmaster should be included in the planning process and have a common platform with the contractor to discuss issues.</li> <li>Ensure that Contractors are made aware on the codes of conduct right from the beginning. If these are included in their contracts, a copy of the contract should be given to Principals.</li> <li>The head and members of the PTA is responsible for the supervision and management of the construction in the school. They oversee the contractor's workers performance almost daily.</li> <li>Ensure that the construction site is clearly sectioned off with appropriate covering to minimize interactions with school community.</li> </ul>
	<p><b>Environmental issues:</b></p> <ul style="list-style-type: none"> <li>Lack of good housekeeping practices at construction sites.</li> </ul>	<ul style="list-style-type: none"> <li>It was noted that there was no safeguards housekeeping on site in the construction sites that were visited. The PTA members indicated that they were more concerned with finishing of the construction.</li> <li>They complained that they were not trained in filling the safeguards screening formats and no training on the safeguards at large.</li> </ul>

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	<ul style="list-style-type: none"> <li>Waste generated by workers dumped haphazardly—no effective waste management.</li> <li>Lack of safety compliance by workers – no safety gear.</li> <li>Construction site not covered appropriately</li> <li>Transportation of materials through school premises causing disturbance to school community and causing damage to school property.</li> </ul>	<ul style="list-style-type: none"> <li>There was no waste management plan on site.</li> <li>The PTA has no idea that the contractor should have trained his construction workers on the onsite waste management plan.</li> <li>There was no safety compliance by workers onsite.</li> <li>The school PTA members indicated their concerns about some of the construction safety hazards to the contractor.</li> <li>Some of the visited construction sites were not covered properly and there were no physical danger signs</li> <li>The school PTA members were not familiar with such hazards</li> <li>The school PTA members indicated that the transportation of construction material through the school premises is minimal due to the fact that the quantity of material used for construction is small.</li> <li>Most of the transportation takes place during the day and during school closure.</li> <li>The traffic in the construction sites is very low and most of the trucks are well maintained.</li> </ul>
3	<b>Process issues:</b>	
	<p>Lack of a school level master plan and awareness on why a master plan is important—leading to haphazard development when funds become available (e.g. positioning of toilets and pits leading to pollution issues).</p>	<ul style="list-style-type: none"> <li>The school grants programme was indicated by all as a good training programme for developing the school action plan and the school master plan.</li> <li>The master plan was developed top down and needs to be developed bottom up</li> <li>The BERP developed a model school site plan including positioning of classrooms and teacher offices, green areas, location for toilets (for boys and for girls), playgrounds etc.</li> <li>This model helped a lot in mainstreaming the development within the school allotted land.</li> <li>Raise awareness on the importance of a school</li> </ul>

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		<p>master plan.</p> <ul style="list-style-type: none"> <li>• Ensure a robust master plan is in place before any development activity is initiated. However, schools would need some assistance in preparing such master plans.</li> </ul>
	<p>Limited school level involvement in the development process can lead to various issues (e.g. lack of consensus on upgrading requirements and site selection, inability to tackle issues with contractor/worker conduct, maintaining site cleanliness, etc.)</p>	<ul style="list-style-type: none"> <li>• The school PTA members and the school principal indicated that there is a gap in community awareness about the safeguards requirements for the educational process in the State at large and specifically in their immediate communities.</li> <li>• They cited the training that was undertaken during phase I of the BERP for the school grants as a main driver of change at the community level.</li> <li>• It was evident that the teacher training had improved the fair distribution of teachers among the State localities.</li> <li>• They also cited other activities of the BERP such as teacher training, curriculum development, education strategy development as building blocks in the awareness in maintaining quality education.</li> <li>• Engage school level stakeholders from inception starting with the planning stage.</li> <li>• Empower them to monitor activities of the development.</li> <li>• Make a copy of contracts available to the principal of the school to follow contractor work.</li> <li>• Build capacity/awareness on monitoring among Headmasters and identified teachers (by Headmaster) for engagement in monitoring. Supervisory role on safeguards for the principal and SDC to be incorporated in building contracts.</li> </ul>

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	Constrained space on school premises, and additional land is needed in some cases for expansion	<ul style="list-style-type: none"><li>• It is universal that communities across the State are willing to allocate land for schools at the primary, high school levels.</li><li>• No incidents of land acquisition due to the fact that the PTAs of all schools were trained on how to follow the adopted State land acquisition administrative procedures.</li></ul>
	Resources being allocated only for construction, but not for maintenance. Concern on quality of construction leading to higher maintenance costs.	<ul style="list-style-type: none"><li>• Most of the school Headmasters and the PTA members indicated that the maintenance is going to be a challenge especially in low income localities and communities.</li><li>• The State committee indicated that, it would be a good idea to adopt a system of community contribution to the process of maintenance of the newly constructed school units as an indicator for allocating the GERP resources.</li><li>• Community commitment for in kind and financial contribution is recommended as a sustainability indicator for the development of education in the whole country.</li></ul>