GOVERNMENT OF THE REPULIC OF SOUTH SUDAN

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

Building Skills for Human Capital Development in South Sudan (P178654)

Stakeholder Engagement Plan

March , 2023

Table of Contents

List of Tables

List of Figures

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

1.0 INTRODUCTION

1.1 Background

1.   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.

2.   The World Bank (WB) proposes to support Government of South Sudan to increase teaching skills and digital agriculture skills, and strengthen the capacity for management of the education system. The proposed Project will be implemented over a period of five years (2023 to 2027/28), organized around four components, which are described below, and financed by an International Development Association (IDA) Credit of US$ 45 million. The Project design includes systemic interventions in the areas of enhancing teacher's skills, providing digital skills for youth in agriculture, and improving the education system management. This is in addition to targeted interventions to refugees and host communities to be implemented in predetermined locations to address some of the most pressing needs in education.

3.   The project is aligned to the Government of South Sudan Revised National Strategy 2021-2024[1], and the Government's General Education Strategic Plan (GESP) 2017-2022.[2] The project will specifically support the attainment of five of the country's priorities under the strategies mentioned above:
   a. Supporting teacher training institutions and expand pre-service and in-service teacher training to address the poor quality of education.
   b. Increasing institutional capacity and systems at national and state levels. and improving coordination between the Ministry of General Education and Instruction (MoGEI) and the Ministry of Higher Education, Science, and Technology (MoHEST)
   c. Incorporating Information and Communications Technology (ICT) in the delivery of education and skills training.
   d. Modernizing agriculture which presents an opportunity for economic diversification in the short and medium term and will create job opportunities for the young population.
   e. Expanding access to education for children, adolescents, and youth, especially those from marginalized communities such as pastoralists, Internally Displaced Persons (IDPs), minority groups.

---

[1] Further details of the Revised National Strategy can be obtained at: https://www.undp.org/south-sudan/publications/revised-national-development-strategy-south-sudan-2021-2024

[2] Further details of the GESP can be obtained at: https://www.globalpartnership.org/sites/default/files/general_education_strategic_plan_south_sudan_2017-2022.pdf

1.2 Project description

4.   The Project will support South Sudan in establishing the minimum skills base needed to accelerate human capital formation 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: (i) enhancing teachers' skills to strengthen education delivery through in-service and pre-service professional development; (ii) fostering the development of digital skills in youth through the piloting of a blended education model for a digital agriculture program; and (iii) strengthening the government's capacity to manage the education system by providing technical assistance and capacity building to the MoGEI and the MoHEST, strengthening information management systems, and establishing a Project Implementation Unit to manage Project activities. 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 descriped below.

5.   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.

6.   The project aims to create development of human skills and strengthening of education system management through teacher training learning institutions in South Sudan. It seeks to ensure that the effective teacher training leads to development of teacher and youth's skills in education and agriculture respectively. Expected project outcomes are: (i) improvements in teacher quality; (ii) improvements in data quality and management; and (iii) improvement in governance and transparency in accountability of public resources. The project will have three components and subcomponents as described below.[3]

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 Centres to improve teacher'skills through pre-service and in-services program. Incentives will be built into the project design to encourage recruitment of female trainee teachers to motivate girls enrollment in schools.

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 knowhow on precision and digital agriculture

---

[3] Details on the project components can be found in the Project Appraisal Document (PAD)

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 will also collaborate with other development partners that provide support to refugees and their host communities to build on successful pilots. It will re-operationalize schools in refugee hosting areas in Ruweng Adminsitratin and Upper Nile state providing them a basic package for operationalizing including renovating school facilities, qualified teachers and schools grants to meetrecurrent 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: (i) strengthening the capacity of the Government (both MoGEI and MoHEST) for better planning, implementation, management and monitoring of the sector; (ii) Strengthening data for education system management; and (iii) Project management.

7.   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, 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 only.

Map of South Sudan showing the 10 states and its 3 administrative areas
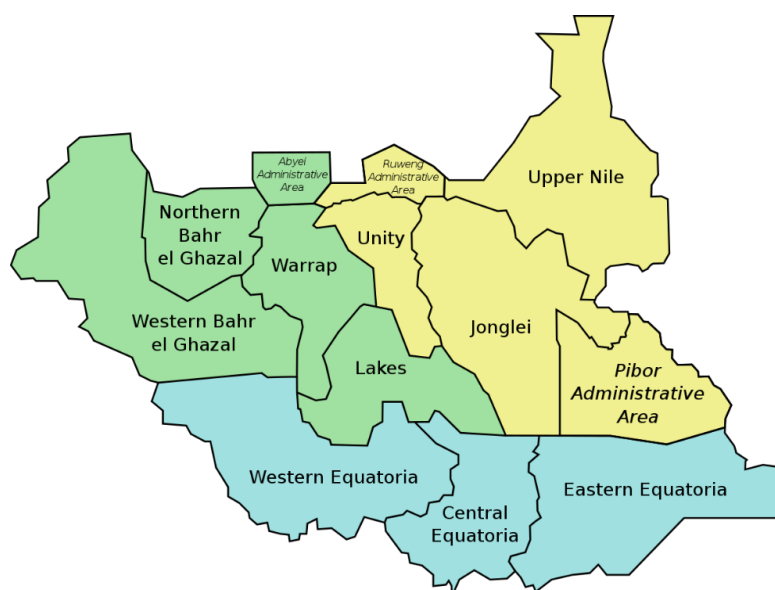
8.   The project will prioritize skills development of women given their key role in both the education and agriculture sectors in South Sudan. This is in addition to prioritize skills development of other marginalized groups, particularly Internally Displaced People (IDPs). The design of the project will prioritize (i) 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; (ii) female participation in agriculture training programs; (iii) 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

9.   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
Component 1: Teaching Skills to Strengthen Education Delivery	• The NTTIs and CECs that will be selected using transparent criteria that will consider geographic coverage, proximity to vulnerable populations, infrastructural requirements, availability of personnel, and security concerns • NTTIs students (student teacher), the trainers and management staff of the NTTIs and CECs, Formal and volunteer teachers. This includes youth, IDPs, 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 preservice	• The communities, youth in practical, where the selected NTTIS and CECs are located. The implementation of the 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 • School students on the longer term
Component 2: Digital Skills for Youth for Agriculture	• 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 • 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	• The communities, where the selected universities/ polytechnics are located. The implementation of the project activities could create local job opportunities. For example, the labor required for renovation.

Project Components	Primary Beneficiaries	Secondary Beneficiaries
	scholarships to attract and retain in the training program	
Component 3: Inclusion of Refugee and Host Communities	• Teachers and students from the Refugees and host communities	• The community where school re-operationalization will take place will benefit by providing labor for the schools that will be renovated through community-based approach.
Component 4: System Building	• The staff in MoGEI and MoHEST (at national, state, county levels) who receive training and other resources from the project • PIU staff	

1.4 Objectives of the SEP

10.　The SEP seeks to define a structured, purposeful, genuine and culturally appropriate approach to consultation and information disclosure. The MOGEI and MoHEST recognises the diverse and varied interests and expectations of project stakeholders and seeks to develop an approach for reaching each of the stakeholders in the different capacities at which they interface with the project. The aim is to create an atmosphere of understanding that actively involves project-affected people and other stakeholders leading to improved decision making. Overall, this SEP will serve the following purposes:

   a. Identify and analyze different stakeholders at different levels;
   b. Plan engagement modalities through effective communication, consultations and disclosure;
   c. Outline platforms for stakeholders to influence decisions regarding the project;
   d. Define roles and responsibilities for the implementation of the SEP;
   e. Define reporting and monitoring measures to ensure the effectiveness of the SEP and periodic reviews of the SEP based on monitoring findings;
   f. Define roles and responsibilities of different actors in implementing this Plan;
   g. Elaborate the grievance redress mechanism (GRM) for the project;
   h. Outline the dissemination of relevant project materials, including explanations of intended project benefits and, where appropriate, the setup of a project website; and
   i. Document stakeholder consultations on proposed project design, environmental and social risks and impacts, mitigation measures, the proposed SEP, and draft environmental and social risk management instruments.

1.5 World Bank Requirements for Stakeholder Engagement

11.　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.

12.　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.

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

   a. Establish a systematic approach to stakeholder engagement that helps Borrowers identify stakeholders and maintain a constructive relationship with them;
   b. Assess stakeholder interests and support for the project and enable stakeholders' views to be taken into account in project design;
   c. Promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life-cycle; and

d. 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

14.   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.

15.   The design and priorities of the Project were discussed in Juba, South Sudan in early September 2022 and involved the MoGEI, MoHEST, NTTIs, CECs, and universities/ polytechnicals, teachers, and Development Partners (DPs). Further consultation took place in Juba, South Sudan and during the field visits to the 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 MoGEI, MoHEST, UNICEF, UNHCR, WFP, Save the Children, European Union. Also, the State Ministry of General Education and Instruction (SMoGEI) of Norther Bahr El Ghazal, Country Education Offices (CEOs), teachers, students, and refugees.

3.0 STAKEHOLDER IDENTIFICATION AND ANALYSIS

3.1 Project stakeholders

16. 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.

   a. **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;

   b. 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:

   c. .

   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 and host communities, IDPs, women, girls, schools, Also, the MOGEI/MOHEST staff and other government staff that will be involved in service provision. The indirect beneficiaries are also considered an affected party and include the labor jobs that would be created during the implementation of the project.

   d. **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.

   e. . 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[4,] and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

---

[4]Vulnerable status may stem from an individual's or group's race, national, ethnic or social origin, color, gender, language, religion, political or other opinion, property, age, culture, literacy, sickness, physical or mental disability, poverty or economic disadvantage, and dependence on unique natural resources.

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

3.2 Identification of stakeholders

17. 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*		
	Targeted Project Beneficiaries • Student teachers (NTTI) (including youth and women) • NTTIs and CECs tutors and management • Teachers, including volunteer teachers, CEC students (including youth and women) • Polytechnics/ universities • Students enrolled in the digital training program (including youth and women) • Students in refugee and host communities	• Contribute to the design of the design of the project activities such as the training program to maximize the benefits from the project interventions • Participate in the feedback and satisfaction survey	Information on the program and adjustments, if any, contact details of program focal persons, program enrolment figures.
	Members of Project target communities • These will be members of the communities where the selected NTTIs and polytechnic are located. Also, the communities where sites for schools' construction will be identified.	Support the implementation of the project	Information on the program and adjustments, if any, contact details of program focal persons, program enrolment figures, clear and transparent selection process of NTTIs and polytechnics to be selected for support, clear and transparent selection process of locations where schools will be constructed.
B	*Local Level*		
	Local leaders • These may be traditional, religious or political leaders who have influence in the communities where the project activities will be implemented.	Support implementation of programs and facilitate resolving any disputes and informing the communities about the project through the word of mouth	Project information, clear and transparent selection process of NTTIs and polytechnics to be selected for support, clear and transparent selection process of locations where schools will be constructed.

	Description of Stakeholder	Expected Role	Information needs and interests
			Involvement in program implementation, project progress
	Local government: County Education Departments (MoGEI and MoHEST) • These are staff of government departments and agencies who work directly with communities and act as a link with state officials involved in the project.	Facilitate the implementation and monitoring of project interventions	Project implementation work plans and progress reports
C	*State Levels*		
	State Government • This is a political arm of government at state level which makes decisions on projects and interventions to be implemented in a particular state.	It's a decision-making body on all development matters taking place in a state	Project information, project implementation work plans and progress reports, clear and transparent selection process of NTTIs and polytechnics to be selected for support, clear and transparent selection process of locations where schools will be constructed.
	State Ministries of Education • These ministries work directly with country level government departments and act as a link with federal officials involved in the project.	Facilitate the implementation of project interventions	Project information, project implementation work plans and progress reports, clear and transparent selection process of NTTIs and polytechnics to be selected for support, clear and transparent selection process of locations where schools will be constructed.
D	*National*		
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	Financial information of the project
	MoGEI and MoHEST - The two implementation ministries of the project	Coordinate implementation, develop implementation plans, manage and supervise the	Implementation updates and progress reports from the state and local levels

	Description of Stakeholder	Expected Role	Information needs and interests
		implementation, and oversee/ monitoring the project Co- Chair of Steering Committee	
	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	Program information and implementation updates
	Ministry of Environment and Forestry	Provide policy and technical guidance on environmental aspects	Program information and implementation updates
C2	*Development Partners*		
	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	Support the	Project implementation work plans and progress report, clarity

	Description of Stakeholder	Expected Role	Information needs and interests
	all the CSOs involved in education and Local CSOs at state, county, and community levels	implementing the project activities (teacher training, for example) in rural and remote areas. member of Steering Committee	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 andPlanning, 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
	State Ministries of Education	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
Local	Local government:	Potentially	English and	Letter, Email,	This body is the direct contact with CECs,

Community	Stakeholder Group	Key Characteristics	Language requirements	Preferred notification means (Email, radio, phone, letter)	Specific needs (accessibility, large print, child care, daytime meetings etc.)
government	County Education Departments (MoGEI and MoHEST)	Influencing Party	local Arabic	telephone calls, radio	teachers, and schools. 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
	Local leaders	Influencing Party	English and locally applicable languages	Letter, telephone calls, word of mouth, radio	This body link between the county level, Payam Level, and the local 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	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
	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

Community	Stakeholder Group	Key Characteristics	Language requirements	Preferred notification means (Email, radio, phone, letter)	Specific needs (accessibility, large print, child care, daytime meetings etc.)
					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, live audio announcements	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 event Provision of a meal
	IDPs 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

18.   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, and the cultural sensitivity of diverse groups in the project areas.

4.0 STAKEHOLDER ENGAGEMENT PROGRAM

This stakeholder 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, 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. 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 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:

a. Consult stakeholders on the proposed project design, project benefits, anticipated environmental and social risks and impacts and mitigation measures.

b. Solicit feedback to inform project design, implementation, monitoring and evaluation

c.

d. 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.

e. Reception of feedback and comments as well as grievances from all stakeholders on project design and implementation; and

f. 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.

19.   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.

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	MOGEI, 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	MOGEI, 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	MOGEI, MOHEST
	ESMF	Senior management meetings, Radio, public announcements, community meetings, notice boards, letter, news paper	during preparation and will continue during implementation on quarterly bases	Interested, affected, and potentially influencing parties	MOGEI, MOHEST
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	MOGEI, MOHEST, PIU
Project Implementation	Types of community infrastructure Sub-project ESMPs	Community meetings, notice boards, public announcements, radio, focus group discussions	At the start of implementation of the project and will continue on	Interested, affected, and potentially influencing	MOGEI, MOHEST, PIU

Project Stage	Topic of Consultation	Suggested Method	Time frame	Target stakeholders	Responsibilities
	SEP		quarterly bases	parties	
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	MOGEI, MOHEST, PIU

4.2 Project Information Disclosure

20.   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.

21.   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, 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, 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. The PIUs at MoGEI 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.

22.   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, where appropriate. 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.

23.   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)	• Websites - MOGEI/MOHEST and WBG • Brief summaries of the main features of the project SEP and ESCP	• Interested, affected • Potentially influencing parties	MOGEI, MOHEST
After appraisal			

Information to be disclosed	Method proposed	Target stakeholders	Responsibilities
Publicity on project approval and roll-out plans	• 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)	• Interested, affected • Potentially influencing parties	MOGEI, MOHEST, PIU
Disclosure of the project documents ESMP, Updated SEP, LMP, GBV Action Plan, among others	• Websites - MOGEI, 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, Instagram WhatsApp) • Emails • Press releases • Speeches	• MOGEI, MOHEST • Open access to all interested parties • Distribution of printed flyers to schools and other institutions	MOGEI, MOHEST, PIU, WBG Team
During implementation			
Roll-out of direct support to schools and learners	• 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, Instagram WhatsApp) • Emails) • Press releases • Speeches • Mobile phone block messages	• Interested, affected • Potentially influencing parties	• MOGEI, MOHEST, PIU
Highlights on project activities, achievements and lessons learned	• TV/Radio spots/activations and announcements • Print materials (newsletters and flyers) • Town hall meetings • Newspaper stories/supplement	• Interested, affected • Potentially influencing parties	MOGEI, MOHEST, PIU

Information to be disclosed	Method proposed	Target stakeholders	Responsibilities
	• Social Media (twitter, Facebook, Instagram WhatsApp) • Emails • Press releases • Speeches • Mobile phone block message		
Update on project process	• Print materials (newsletter, flyers, etc.) • Project progress reports • Town hall meetings	• Interested, affected • Potentially influencing parties	• MOGEI, 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.)	• Receivers of information and services • Information or Data managers	MOGEI, MOHEST, PIU
	Surveys and direct observations of the project beneficiaries	• Different stakeholders • Vulnerable populations	• MOGEI, MOHEST, PIU
Monitoring and reporting			
Feedback of effectiveness of different modalities of engagement	• Semi-structured interviews • Online surveys • Satisfaction surveys	Project primary beneficiaries	• MOGEI, MOHEST, PIU
Quarterly	Progress report including summaries of complaints and resolution	• MOGEI/ MOHEST • Implementing partners	MOGEI, MOHEST, PIU

24. The MOGEI/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

25. 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 vulnerable groups. 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 and 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, analysed and key issues incorporated into the relevant project documents.

26.   The PIUs will ensure that women and other vulnerable groups are participating 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 subproject 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.

27.   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

28.   The project will give special consideration to vulnerable and marginalized groups. These include:

   b.   Minority castes and groups
   c.   Internally displaced people (IDPs)
   d.   Those who live in remote rural areas or areas characterized by violence that are bereft of social services and amenities
   e.   Nomadic pastoralist communities. Agro-pastoralist communities
   f.   Children living with mental and physical disabilities
   g.   Farming communities
   h.   Children of war Veterans
   i.   Female headed household
   j.   Direct and Indirect negatively impacted people by the project implementation
   k.   Restoration of trees removed during Construction processes and maintenance of Biodiversity

29.   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, 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.

30. In addition, due to likely clannism 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 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 district 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 link 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 and will have its own CoC. The project will condcut comprhensive social assessment which identifies potential risks of the project on vulnerable groups as well as marginalized and culturally disadantaged groups. Further the social asessment will provide mitigation measures for the risks identified. Once the SA is available this SEP will be updated to capture relevant information in the Social Assessment.

5.1 Engaging disadvantaged and marginalized groups

31. 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 and design, 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.

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

33. 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.

34. 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) 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:

a. Understand the operational structures in the respective communities;
b. Seek their input/feedback to avoid or minimize the potential adverse impacts associated with the planned interventions;
c. Identify culturally appropriate impact mitigation measures; and
d. Assess and adopt economic opportunities, which the MOGEI/MOHEST could promote to complement the measures required to mitigate the adverse impacts.

35.   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.

36.   The PIU will:

   a. Facilitate broad participation of disadvantaged and marginalized individuals and groups with adequate gender and generational representation, community elders/leaders, and CBOs;
   b. Provide the disadvantaged and marginalized individuals and groups with all relevant information about project activities including on potential adverse impacts;
   c. Organize and conduct the consultations in forms that ensure free expression of their views and preferences;
   d. 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;
   e. Share any input/feedback offered by the target populations; and
   f. Provide an account of the conditions agreed with the people consulted.

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

6.0 GRIEVANCE REDRESS MECHANISM

38.   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.

39.   Under the new World Bank ESSs,[5] Bank-supported projects are required to facilitate mechanisms that address concerns and grievances that arise in connection with a project.[6] 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'.[7] 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

---

[5] World Bank, Environmental and Social Framework, 2018.

[6] Under ESS2 (Labour and Working Conditions), a grievance mechanism for all direct or contracted workers is prescribed, which will be laid out in a separate Labour Management Plan (LMP). The World Bank's Good Practice Note on 'Addressing Gender Based Violence in Investment Project Financing involving Major Civil Works' spells out requirements for a GBV grievance redress mechanisms, which will be defined in a separate GBV/SEA and Child Protection Risks Action Plan.
[7] World Bank, Environmental and Social Framework, 2018, p. 131.

Building Skills for Human Capital Development in South Sudan Project will provide mechanisms to receive and facilitate resolutions to such concerns.

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

41.   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, 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.

42.   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.

43.   Environment and social specialists recruited as part of the PIUs at MoGEI 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.

44.   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. During the COVID-19 pandemic, the GRM will ensure that social distancing measures are in place for meetings of GRM committees, investigation of grievances, monitoring of existing grievances and public information mechanisms, and the GRM need to direct any health and COVID-19 related queries to the Ministry of Health (MOH). The project will use various mechanisms to promote the availablity of the GRM. It will use 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

45.   MoGEI and MoHEST will have the responsibility of overseeing the resolution of all issues related to the project activities in accordance with the laws of Soth Sudan and in line with the World Bank Environmental and Social Standards through a clearly defined GRM that outlines its process 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

46.   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.

47. 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).

48.   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

49. 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 MoGEI 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.

50. Where a negotiated grievance solution is required, the 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

51. 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, district, State, cooperating partner where applicable, project activity, and the nature of the complaint or grievance.

52. The PIU, specifically the Social Safeguards Specialist, will be responsible for monitoring the access to and implementation of the GRM by all MoGEI 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.

53.   The MoGEI 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

54.   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 MoGEI and MoHEST, contractors and primary suppliers. Figure 2 presents the process to be adopted by the project in managing grievances.

Figure 1: Grievance process for the project
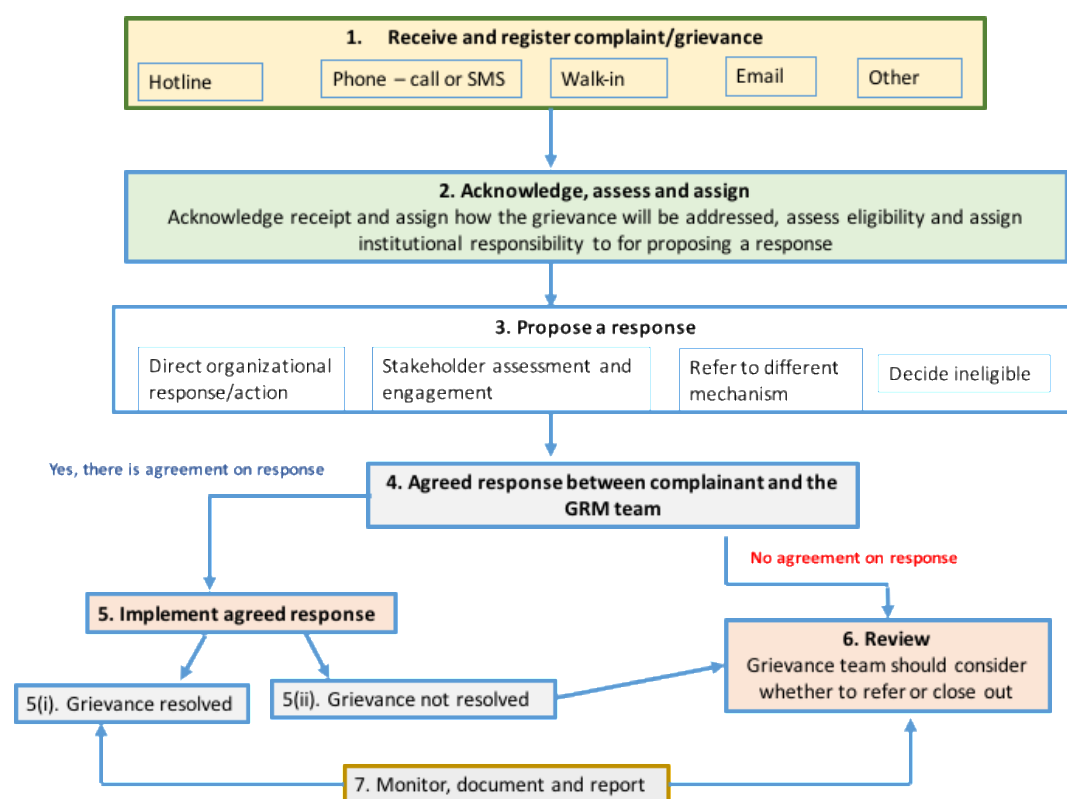
6.6 GRM Appeals and Escalation Mechanisms

55.   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.

56.   Arb itration: 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.

57.   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.

58.   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.

59.   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.

60.   The MoGEI 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 MoGEI and MoHEST.

6.8 Information Disclosure and Consultations

61.   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.

6.9 GBV and SEA

62.   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 MoGEI 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.

63. The GRM proposes the following key features on preventing GBV/SEA: (i) identify a woman focal person in 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.

64. 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.

65. 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)

66. **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: South Sudanalert@worldbank.org.

67. **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/projects-operations/products-and-services/grievance-redress-service.

For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

7.0 RESOURCES AND RESPONSIBILITIES FOR SEP IMPLEMENTATION AND MONITORING

68.   The two PIUs established under the project under MoGEI and MoHEST will be responsible for implementation of the SEP for their respective components. MoGEI 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.

69.   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.

8.0 MONITORING AND REPORTING

70.   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.

71.   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.

72.   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:

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

73.   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

74. Key Citizen Engagement performance indicators to be periodically collected, reported and analyzed include -
    - Number of citizens provided information about the project
    - Number of women participated in formal or public meetings
    - Citizen 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.

75.