

Sudan Basic Education Emergency Support (P172812)
Stakeholder Engagement Plan (SEP)

1. Project Description

The project will provide school grants (\$2/child) to all public basic education schools in Sudan during the transition year (school year 2019/20) to support schools to sustain enrollment when the country is facing difficult economic conditions. Primary beneficiaries are schoolchildren, teachers, and parents. Approximately 5.4 million students will benefit from the project through provision of school grants. Communities in targeted areas will also benefit from enhanced participatory school management.

Component 1: School Grants Program (US\$11.58 million). This component will support provision of school grants to improve learning environments and school planning. **The main objective of the grants is to support student enrollment and retention in public schools.** School grants will aim to:

- (i) Incentivizing parents' engagement to reduce the risk of students (especially girls) dropping out. While basic education is officially free in Sudan, currently, families contribute greatly to education expenditures at the school level. As the economic situation has deteriorated, many vulnerable families may lose the ability to pay for basic services and pull the children out of school (especially girls).
- (ii) Support teachers to reduce absenteeism. Due to high inflation rates, teacher remuneration has been deteriorating in real terms, posing the risk of teachers leaving schools temporarily or permanently for alternative livelihood pathways. The School Grants may be used to support teachers (in cash or in-kind).
- (iii) Support the learning environment. School Grants are expected to be an important source of funding for the targeted schools to support the acquisition of basic learning materials, stationery, notebooks, classrooms furniture and equipment which contribute to improving the learning environment to attract and retain pupils and teachers, especially females in school.
- (iv) Improve efficiency by strengthening capacity for participatory planning, budgeting and monitoring at the school level. School grants can help disadvantaged schools create a participatory management structure at the school level. A school profile report that provides information on the school will be provided to each school to support the participatory evidence-based planning process.
- (v) Improve equity in education by helping children in disadvantaged situation including IDPs, refugees, girls. According to the latest Annual School Census, public schools enroll 30 thousand refugee students (in 1,681 schools) and 280 thousand IDPs (in 1,852 schools). While IDP children are concentrated in three Darfur states (68 percent of all IDPs), namely, Central, North, and South Darfur, refugee students are distributed among half of Sudan's states: South Kordofan (17 percent), White Nile (13 percent), West Kordofan (10 percent), East Darfur (10 percent), South Darfur (9 percent), Gadarif (8 percent), North Darfur (8 percent), and Khartoum state (7 percent). Moreover, girls' retention rates (grade 6 survival rates) vary from type of schools: from 53.0 percent in co-ed schools to 85.9 percent in schools for girls. Surprisingly, girls' survival rates are higher in schools with refugees or IDPs students compared to schools without them (78.3 vs 70.0 percent). **Overall, 88 percent of public schools in Sudan (14,429 schools) meet one of the disadvantage criteria:** (i) low girls' retention, (ii) enrolment of IDPs or refugee students, (iii) poor learning environment (absence of water supply, latrines, fences), (iv) lack of teachers (high pupil-teacher ratios).

Component 2 Program coordination and management (US\$0.3 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 safeguards and monitoring and evaluation.

2. Brief Summary of Previous Stakeholder Engagement Activities

A stakeholder consultation was carried out during the design of the project activities as well as the ESMF preparation with the aim of explaining the objectives and scope of the project as well as to discuss and respond to issues of concern relevant 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, Shendi locality. The stakeholders consulted included, 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), teacher 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 Parent teacher association and communities.

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 school grants that are financed in this project (P172812).

Grievance Redress Mechanism: The project provides for a Grievance Redress Mechanism (GRM) at the national, MoE, State MoE, community and locality levels. The projects 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.

The BEDP's GRM is defined as a systematic process for receiving, evaluating and facilitating resolution of affected people's project-related concerns, complaints and grievances about the social and environmental performance on the project. The client (Ministry of Education) should be aware of and respond to stakeholders' concerns 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 within BEDP - investment schools are aware of their rights to access, and shall have access to, the mechanism free of administrative and legal charges, and concerns arising from BEDP 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 project will establish one or several Grievance Redress Mechanism(s) accessible to School grant beneficiaries. The Project will strengthen the GRM in areas where the GRM was established during the BERP and in States where the project is newly established; 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 immediately in one month after effectiveness and

before transferring school grants. The GRM scope, procedures, and principles are defined in the project ESMF.

The project is not expected to exacerbate Gender Based Violence or Sexual Abuse and Exploitation. GBV risks will be further assessed immediately after project effectiveness and before transferring school grants and an action plan will be developed based on international good practice and including measures such as the development of GBV/SEA Code of Conducts including for teachers, employees and workers, the establishment/strengthening of school level GBV sensitive complaint mechanism (with GBV/SEA referral system). Immediately after effectiveness and before transferring school grants.

3. 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 parent project ESMF and Sudan Basic Education Emergency Support (P172812) project.

	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	State MoE	Implementing Agency	Project objective, rationale, components, school targeting criteria	State	Same as above	Regularly
3	Contracted CSO/NGOs	Implementing Agency	Project objective, rationale, components, school targeting criteria and delivery of school grant, 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
4	World Bank	Funding	Project implementation performance reports	National	Progress Reporting & Implementation Support Missions	Quarterly report
5	UNHCR	Partner	Project objective, rationale, components, school targeting criteria and delivery of school grant	National	Progress Reporting by MoE	Quarterly report

	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
6	Local Donor Group (LDG)-about 17 bilateral & multilateral development partners & the Education Coordination Group (ECG), led by UNICEF	Partner	Project objective, rationale, components, school targeting criteria, and project implementation performance	National	Progress Reporting by MoE	Quarterly report
7	Academia	Interested Parties		National	TBD	TBD
8	Locality Education Offices	Implementing Agency	Project objective, components, school grant purpose, potential environmental and social risks and mitigation measures, GRM, voluntary teachers code of conduct	locality	Project school grant use planning meetings, implementation performance review and reporting.	Regularly
9	Schools	Direct	School grant purpose, school targeting criteria, and project implementation performance, potential environmental and social risks and mitigation measures, utilization of the school grant, consultation process, functionality of the GRM, volunteer teachers code of conduct.	Local		At least quarterly
10	Communities at the locality	Direct	Same as #9.	Local	Public meetings	At least monthly

	Target Stakeholder	Type of Stakeholder	Agenda/Message	Level of Engagement	Method of Engagement	Frequency of Engagement
11	Female Students	Direct	Same as #9,	Local	School meetings	At least monthly
12	Vulnerable Students	Direct	Same as #9.	Local	School meetings	At least monthly
13	Refugee and IDPs	Direct	Same as #9.	Local	Public meetings	At least monthly
14	Teachers	Direct	Same as #9.	Local	School meetings	At least monthly
15	Parent-Teacher-Association	Direct	Same as #9.	Local	Public meetings and School meetings	At least monthly
16	Teacher Union (if any)	Direct	Same as #9.	Local/State/National	See LMP	At least monthly
17	Teacher association	Direct	Same as #9.	Local/State/National	See LMP	At least monthly