

**Government of Nepal**

**Ministry of Education, Science and Technology (MoEST)**

DRAFT

STAKEHOLDER ENGAGEMENT PLAN

School Sector Transformation Program (SSTP)

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# 1. Introduction

## 1.1. Project Background

In the last decade, Nepal has made impressive gains in education access and gender parity, across all levels.Between 2010 and 2020, the gross enrolment rate at the early childhood development (ECD)/pre-primary education (PPE) level increased from 66.2 percent to 87.6 percent, net enrollment rate (NER) at the basic level increased from 83.2 to 94.7 percent, and NER at the secondary level increased from 24 to 50.9 percent. Nepal has also made commendable progress along the gender dimension and has achieved gender parity in basic and secondary education.

However, education inputs and learning outcomes are unequal and vary by geographic area, gender, and ethnic group.Overall, Bagmati[[1]](#footnote-2), Lumbini and Gandaki provinces fare better than Provinces 1, Madhesh Pradesh, Karnali, and Sudurpaschim. Students from institutional schools consistently outperformed students from community schools in all subjects across all assessments[[2]](#footnote-3). Boys outperform girls in all subjects except Nepali[[3]](#footnote-4). Further, students belonging to advantaged households by caste/ethnicity perform better than students belonging to disadvantaged households. Education inputs, such as classrooms, learning materials, water sanitation, and hygiene (WASH) facilities, and teachers are also unequally distributed, with some local areas lacking the minimum enabling conditions required for learning.

One of the reasons for these low learning levels may be attributed to limited teacher capacity along with inadequate needs-based continuous professional development for teachers.In Nepal, those who have completed Grade 12 or obtained a proficiency certificate in any subject and completed a 10-month teacher training course are eligible for basic education teaching posts. In-service teacher training is extremely important as it helps undertrained teachers strengthen their knowledge and pedagogical skills. Under the School Sector Development Plan (SSDP), teacher training was a key focus area. Various modalities of training including short-term courses, virtual training, self-learning, formation of networks as well as school-based continuous professional development were planned. Overall, about 73 percent of teachers at the basic and secondary levels in community schools have undergone some form of teacher training in Nepal[[4]](#footnote-5). However, despite these efforts, teachers still employ rote methods and teacher-centric teaching in the classroom, and skills learned in training programs are not applied at the ground level there has also been limited focus on developing Information, CommunicationTechnology (ICT) skills among teachers.

Thus, as part of the School Sector Transformation Project (SSTP), the proposed activities under the investment project financing (IPF) Capacity Development (CD) include program management, monitoring, and evaluation, which will encompassthe provision and utilization of services, skills, knowledge, and technology in the form of short-termand long-term advisors and consultants, consulting firms and non-consulting agencies to support and strengthen the capacity of SSTP program implementation. Specifically, this CD component will support (i) the capacity development of Local Governments (LGs) in specific areas, including teacher professional development and Information, Communication and Technology (ICT); (ii) Ministry of Education, Science and Technology (MoEST)/ Center for Education and Human Resource Development (CEHRD) in strengthening quality and timeliness of reporting from LGs, fiduciary, and Environment and Social (E&S) risk management, undertaking assessments and evaluation studies, and commissioning the independent verification agency. This IPF CD will not finance any civil works and the coverage of the CD will be the same as the government program.

## 1.2 Purpose of the SEP

The Stakeholder Engagement Plan (SEP) is developed following the World Bank (WB) Environment and Social Framework (ESF) which came into effect on October 1, 2018. This framework includes Stakeholder Engagement and Information Disclosure requirements as an integral part of the Environment and Social Standard (ESS) 10. The ESS 10 recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice.

Borrowers are required to develop a SEP proportionate to the nature and scale of the project and its potential risks and impacts. Stakeholders have to be identified and the SEP has to be disclosed for public review and comment as early as possible before the project is appraised by the World Bank. ESS10 also requires the development and implementation of a grievance redress mechanism that allows project-affected parties and others to raise concerns and provide feedback related to the environmental and social performance of the project and to have those concerns addressed in a timely manner.

The objective of the SEP is to effectively engage with all stakeholders who have an interest in or may be affected by the project. The involvement of the local population, as well as all other interested parties, is essential to the success of the project, to ensure smooth collaboration between project staff and local communities, minimize and mitigate environmental and social risks related to the project, as well as expand project benefits to all targeted beneficiaries including ones that may be traditionally vulnerable, disadvantaged, disproportionally affected or excluded from partaking in benefits from local development projects.

The purpose of the present SEP is to identify relevant stakeholders for the proposed project activities, propose methods of stakeholder engagement and describe the responsibilities in the implementation of stakeholder engagement activities. The intention of the SEP primarily focuses on the engagement of stakeholders in a timely manner during project preparation and implementation. Specifically, SEP serves the following purposes:

1. stakeholder identification and analysis;
2. planning engagement modalities and effective communication tools for consultations and disclosure;
3. defining the role and responsibilities of different actors in implementing the SEP;
4. defining the Project’s Grievance Redress Mechanism (GRM);
5. providing feedback to stakeholders;
6. monitoring and reporting on the SEP.

# 2. National Legislations and WB ESS10

The following section aims to review existing policies and regulatory frameworks related to stakeholder engagement, including information disclosure and grievance management. The first part of the section focuses on the domestic legal and institutional framework, while the second part reviews the stakeholder engagement policy and practices of the World Bank.

## 2.1. National Legislation

**The Constitution of Nepal, 2015**

The Constitution of Nepal is quiet about stakeholder engagement in development projects. Article 27 of the Constitution guarantees that every citizen has the right to demand and receive information on any matter of their interest or of public interest either through the public information system adopted by all government agencies or by filing an appeal through the National Information Commission. However, the constitutional provision doesn’t explicitly talk about the need to engage project-affected people and other stakeholders while developing infrastructure projects. Article 59 of the Constitution provides the concept of benefit sharing and equity participation of locals in the projects based on natural resources. The Constitution, though indirectly, has provided platforms for stakeholder consultations and engagement since both benefit sharing and equity participation require extensive participation of project-affected people and stakeholders. As per the constitution, the Federation, State, and Local levels shall provide for the equitable distribution of benefits derived from the use of natural resources. The practice of benefit sharing, however, is well established only in the energy sector.

**National Environment Policy, 2019**

The government unveiled a new environmental policy that aims to ensure the rights of people to live in a clean and healthy environment by controlling, lessening, and preventing all types of environmental pollution and managing the household and industrial wastes. The policy aims to promote the role of stakeholders in environmental management by ensuring their meaningful participation in the decision-making process. For this, the policy envisages strategies to inform and empower stakeholders for environment protection through capacity enhancement. In its intuitional framework, the policy has pledged to ensure the participation of concerned stakeholders in formulating, implementing, monitoring, and evaluating policies and laws related to the environment sector from the Federal, Provincial and Local Levels.

**Land Acquisition, Resettlement, and Rehabilitation policy, 2015**

This policy stresses meaningful consultations with the stakeholders. The policy envisages that the project proponent will undertake a social impact assessment in consultation with elected representatives of the local bodies, affected families, and other concerned agencies. The policy envisages meaningful discussions with the project-affected families and other stakeholders throughout the project's cycle, right from the preliminary stage of the project preparations to the stage of completion. However, this policy is not legally binding. As per the policy, the participants will be informed in advance about the discussion topic, date, time, and venue. The project proponent will have to maintain records of all the discussions and consultations along with the decisions made during consultations. The policy further says that the proposed mitigation measures and the provisions on compensation and other assistance outlined in the resettlement and rehabilitation(R&R)plan should be finalized after incorporating suggestions recorded at the stakeholder consultations and discussions with the project-affected families. In order to protect the interests of non-title holders, the policy also states that the project proponent to carry out meaningful consultations with those who do not have a legal document to prove their ownership of the land in the current place they live.

**Environment Protection Act, 2019**

Nepal unveiled its new Environmental Protection Act 2019 requiring all project proposals to conduct environmental studies. As part of the efforts to promote stakeholder engagement and information disclosure about the project and its planned activities, the new act makes it mandatory to undertake prior-informed public hearings for all the environmental studies at the project site.

**The Forest Act, 2019**

The Forest Act, 2019 stresses on need to protect and conserve forest resources with the participation of local stakeholders and forest users. The Act has emphasized the role of community forest in protecting and managing the national forest and has allowed the local level to have consultations with the local forest stakeholders and users to prepare a forest action plan that reflects the wishes of the forest users group.

**Land Acquisition Act, 1977**

The Act is the main eminent domain law in Nepal and guides the legal process related to land acquisition and resettlement. The Act envisages no specific scope for stakeholder consultations but has made provisions to lodge grievances. Section 11 of the Act provides a window for those who have grievances on the procedures of land acquisition or oppose the proposed land acquisition by allowing them to appeal against the decision to the Ministry of Home Affairs through the District Administration Office. As part of information disclosure, the District Administration Office issues a public notice that, among others, contains the purpose of land acquisition, location of the land including plot number and name of landowners

## 2.2. World Bank Environmental and Social Framework

The WB’s ESF sets out the World Bank's commitment to sustainable development and mandatory requirement for the bank finance projects. Environmental and Social Standard (ESS) 10 on Stakeholder Engagement and Information Disclosure recognizes the importance of open and transparent engagement between the proponent and project stakeholders as an essential element of good international practices. 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. The main objectives of the ESS10 are:

* To establish a systematic approach to stakeholder engagements that will help Borrowers identify stakeholders, and build and maintain a constructive relationship with them, in particular project-affected parties.
* To assess the level of stakeholder interest and support for the project and to enable stakeholders’ views to be taken into account in project design and environmental and social performance.
* To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them.
* To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible, and appropriate manner and format.
* To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow Borrowers to respond to and manage such grievances.

# 3. Brief Summary of Preliminary Stakeholder Engagement Activities

# (This activity is yet to be carried out by CEHRD with relevant stakeholders and they are waiting fro approval from the Ministry. Will add once the consultation happens.)

Preliminary stakeholder activities were carried out with key institutional and non-government stakeholders. These preliminary stakeholder consultations were carried out from………………. Table 1 below summarizes prior stakeholder engagement activities.

### Table 1.1: Summary of Prior Stakeholder Engagement Activities

|  |  |  |
| --- | --- | --- |
| **Stakeholder** | **Issues discussed** | **Discussion Key points** |
|  |  |  |

## 3.1. Stakeholder Identification and Analysis

As per theESS 10, stakeholders refer to project-affected parties and other interested parties:

* **Project-affected parties**: those who are or are likely to be affected directly or indirectly, positively or adversely by the project, and
* **Other interested parties**: those who may have an interest in the project and who could, for

example:

* Influence the opinions of affected parties either positively or negatively, or
* Affect the implementation process or the sustainability of the project’s outcomes

The following sub-sections describe these stakeholders for this component.

## 3.2. Project-affected Parties

They include individuals, groups, and entities where the proposed activities will be undertaken and may be directly or indirectly, positively or adversely impacted by the project activities and/or have been identified as most susceptible to the change associated with the project. They may include:

* Local government bodies
* Early Childhood Education Development (ECED) facilitators
* Parents-teacher Associations (PTAs)
* Elected local representatives of Rural Municipalities and Municipalities,
* Education officers of LGs,
* School administrations
* School management committees,
* School teachers,
* Community leaders,
* Education Development Coordination Unit (EDCU).
* Government staff/agencies and other organizations which are and will be directly involved in designing, implementing, monitoring, and evaluation of the project
* Other agencies, including consulting firms, consultants, and non-consulting agencies

## 3.3. Interested Parties

## The interested parties in this project, other than those directly affected, include:

* Officials of government agencies directly or indirectly linked with the project at federal, provincial, and local levels, e.g. the Ministry of Education, Science and Technology
* Elected representatives of Rural Municipality and Municipality, and local politicians;
* Other national and international organizations involved in the education sector in Nepal
* National and local media
* Security agencies
* Interest groups such as the National Federation of Indigenous Nationalities (NEFIN) and National Women Commission (NWC)
* General public
* Public and private service providers of education services
* Non-elected officials with wide recognition within the community, such as community leaders, or leaders of local cooperatives
* Leaders of informal or traditional community institutions such as women groups, Dalit groups, mother groups
* INGOs/NGOs and CBOs at national, provincial, and local levels on the welfare and rights of indigenous people and vulnerable groups such as Dalits and other minorities, gender/GBV issues, etc.
* Media including district and local press clubs.

## 3.4. Disadvantaged/Vulnerable Individuals and Groups

It is important to understand whether the impacts of the proposed activities may disproportionately fall on disadvantaged or vulnerable individuals or groups that are often unable to express their concerns or may not even understand the impacts of the project. The vulnerability may stem from an individual’s gender, race, age, health condition, ethnicity or caste, income levels, and other elements of marginalization. The stakeholder engagement activities in this project will consider these elements of vulnerability and adapt information disclosureandconsultationstrategiestoensure a full understanding of project activities and benefits. The projectwillalsotakespecialmeasurestoensurethatLGs and schools from remote areas, and disadvantagedandvulnerablegroupshave the opportunity to participate in accessing project benefits, provide feedback, and submit grievances. These groups may include and are not limited to thefollowing:

* LGs based in remote locations
* Schools based in remote locations of the LGs
* Dalit Teachers
* Teachers with disabilities
* Female teachers

LGs and schools based in remote locations and mountainous regions tend to have fewer opportunities for accessing project information. Their inaccessibility and limited mobility may also hamper these LGs and schools to get access to project opportunities.Teachers from Dalit groups due to social and cultural barriers may not find those project activities aimed at teachers easy to access. Female teachers especially those representingthe ruralschoolsmay not be able to access project activities easily.Their mobility will also be restricted due to cultural and social barriers. Thus, female teachers are less likely to be aware of opportunities provided by the project. Teachers with disabilities have physical or visual limitations to travel long distances or access certain spaces.

As the SEP is a living document, remotely located LGs and schools along with vulnerable groups within the schools affected by the project will be further confirmed, included, and consulted with, as appropriate.

## 3.5. Principles of Meaningful Consultation

## To meet the overall objectives of the SEP, the MoEST/CEHRD and other concerned agencies, and departments tasked with project implementation will ensure the following principles to ensure meaningful engagement with stakeholders:

* **Openness and life-cycle approach:** Activities related to stakeholder engagement, public consultations, and disclosure of project-related information will be conducted throughout the project lifecycle transparently, free of externalmanipulation, interference, coercion, orintimidation.
* **Informed participation and feedback:** Information will be provided to and widely disseminated among all stakeholders through appropriate means and format to ensure maximum assessment of the stakeholders to the project-related information. Opportunities will be provided to stakeholders for their feedback and comments on information related to the project, and appropriate mechanisms will be put in place to address appropriate comments and concerns.
* **Inclusiveness and sensitivity**: Stakeholder identification is undertaken to support better communications and build effective relationships. The project will ensure that theparticipationprocesswouldbeinclusive,andallthestakeholdersareencouragedto be involved in the consultation process. Equal access to information is provided to all stakeholders. Special attention is given to indigenous people, vulnerable groups especially children/students of both gender, women, Dalits, and the elderly, and to the cultural sensitivities of diverse ethnic and castegroups. Table 1.2 presents an outline of key stakeholder engagement activities to be implemented throughout the project life: preparation to implementation and closure.

### Table 1.2: Stakeholder Engagement Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topicof consultation/message** | **Target Stakeholders** | **Method(s) of Engagement** | **Frequency/time frame** | **Responsibilities** |
| **Project Phase: Planning and preparation** | | | | |
| * Objectives and the planned activities of theproject * E&S principles policies and scopes * Potential E&S risk andimpacts and its management * E&S screening reports * Stakeholder consultations and informationdisclosure * Grievance Redressmechanisms (GRM) * GBV and Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) risks and impacts, including the SEA/SH ActionPlan | * Government officials from relevant line agencies at the federal, provincial local level * EDCUs, LGs, schools, communities, teachers, school staff, PTAs * Project beneficiaries individuals/groups from vulnerable and indigenous communities. * Consulting firms, consultants * Media, NGOs, and CBOs related to education | * Orientation Program/ Training * Phone, email, letters * One-on-one meetings * FGDs * Outreach activities * Appropriate methods such as telephone calls, SMS, emails, TV, radio * Culturally appropriate methods   (*All face-to-face meetings and small gatherings will be conducted by adopting COVID-19 related protocols as per the situation*) | Throughout project preparation | * Environment and Social Specialist * Project Coordination Unit of Center for Education and Human Resource Development (CEHRD) * LGs Focal person related to Education and E & S safeguard |
| **Project Phase: Implementation** | | | | |
| * Project scope and ongoing activities, adjustments needed, and projectstatus * Revision/updates of E&Sinstruments * Implementation of mitigation measures * Updated SEP-relatedactivities * Functioning of theGRM * Periodic stakeholder consultations * Project-related information disclosure   Otherpotential E&Sconcerns   * Implementation of SEA/SH ActionPlan | * Government officials from relevant line agencies at the federal, provincial local level * EDCUs, LGs, schools, communities, teachers, school staff, PTAs * Project beneficiaries individuals/groups from vulnerable and indigenous communities. * Consulting firms, consultants * Media | * Discussion on the identification of environmental and social concerns, issues, and risks including risk management tools * Training, workshops/implementation guidelines, manuals * Disclosure of information through Brochures, flyers, websites, etc. * Information desks/centers at schools/municipality/LG offices * Appropriate methods such as telephone calls, SMS, emails, TV, radio   (*All face-to-face meetings and small gatherings will be conducted by adopting COVID-19 related protocols as per the situation*) | Throughout project implementation | * Environment and Social Specialist * Project Coordination Unit of Center for Education and Human Resource Development (CEHRD) * LGs Focal person related to Education and E & S safeguard. |
| * Understanding the perception of beneficiaries about the activities and services extended under the project (As part of the citizen engagement activities) | * All targeted beneficiaries ofthe projects | * Beneficiary SatisfactionSurvey | Biannually, throughout project preparation | * Environment and Social Specialist * Project Project Coordination Unit of Center for Education and Human Resource Development (CEHRD) |

## 3.6. Proposed Strategy for Information Disclosure

All relevant documents of the project, including the SEP, GRM among others, will be disclosed and made accessible to all stakeholders. The information will be disclosed through all possible means, ranging from face-to-face and virtual consultations with the project stakeholders, distribution of hard copies, posters, leaflets, and brochures, and project website and local media so that project activities and information areaccessible to all project beneficiaries of the project, including those in the remote areas.

### Table 1.3: Proposed Strategy for Information Disclosure

|  |  |  |
| --- | --- | --- |
| **Target stakeholders** | **List of information to be**  **Disclosed** | **Methods and timing**  **proposed activities** |
| **Project preparation phase** | | |
| * Government officials (Federal, provincial, District Coordination Committees (DCCs), and other district-level government agencies, municipalities, and rural municipalities, including ward offices) | * Project and planned activities * SEP * GRM process * SEA/SH management procedures * E&S principles and obligations | * One-on-one meetings, orientation program * Consultation meetings, electronic publications * Information leaflets and brochures * MoEST/Project websites * Appropriate methods such as audio-visual materials, technologies such as telephone calls, SMS, emails   *(All face-to-face meetings will be conducted in a small group by adopting COVID-19 related*  *protocols)* |
| * LGs * School Management Committees * Teachers * NGOs and CBOs * Media representatives * PTAs * ECED facilitators | * Project and planned activities * Teaching-learning strategies * SEP * GRM process * SEA/SH management procedures * E&S principles and obligations. | * Focus group meetings, orientation program * Information boards, project/LG/school websites, project leaflets, and brochures; * Appropriate methods such as audio-visual materials, technologies such as telephone calls, SMS, emails * Separate focus group meetings with identified vulnerable individuals and groups   (*All face-to-face meetings and small gatherings will be conducted by adopting COVID-19 related protocols as per the situation*) |
| **Project Implementation Phase** | | |
| * Government officials (Federal, provincial, District Coordination Committees (DCCs), and other district-level government agencies, municipalities, and rural municipalities, including ward offices) | * Scope of project and status of planned and ongoing activities   Regular updates on project status including the implementation of SEPand GRM | * Project Update Reports/press releases, Emails, Meetings, Radio/TV, and prints * Electronic publications as well as dissemination of hard copies * Appropriate methods such as audio-visual materials, technologies such as telephone calls, SMS, emails Virtual/face-to-face consultations with local municipalities and ward offices   (*All face-to-face meetings and small gatherings will be conducted by adopting COVID-19 related protocols as per the situation*) |
| * LGs * School Management Committees * Teachers * NGOs and CBOs * PTAs * ECED facilitators * Media representatives | * Scope of project and status of planned and ongoing activities * Regular updates on project status including the implementation of SEP and GRM | * Informationboards, * Public notices, press releases in the local media and on the project website * Information leaflets and brochures at schools and RMs and municipalities * Airing of messages through educational programs through community radio, emails, text messages * Information desk at local government offices. * Appropriate methods such as audio-visual materials, technologies such as telephone calls, SMS, emails * Separate focus group meetings with identified vulnerable individuals and groups   (*All face-to-face meetings and small gatherings will be conducted by adopting COVID-19 related protocols as per the situation*) |

# 

# 4. Implementation Arrangements

This section provides information on the implementation arrangements made by the project for the SEP.

## 4.1. Organizational Structure to Implement SEP

The MoEST, mainly the Project Coordination Unit (PCU) at CEHRD will be the lead agency responsible for the implementation of the proposed program activities. An E&S Safeguard Specialist based in the PCU of CEHRD will be in charge of the implementation of the SEP and related stakeholder engagement activities. The Director-General of the CEHRD will exercise oversight over the implementation of engagement activities and ensure that budget and logistical resources are available to support the Plan’s implementation.

The Project Coordinator at PCU under the CEHRD will oversee the project activities. Each LG at the project implementation level will appoint a focal point /person who is responsible for implementing the SEP at the LG level and each LG focal point/person will work closely with EDCU, CEHRD and LGs, seeking guidance as necessary and providing regular updates.TheCEHRD under the MoEST, will have the overall responsibility for oversight of the proposed project.

## 4.2. Estimated Budget

As per the fund provided and allocated by the CEHRD budget for SEP implementation shall be used.

# 5. Grievance Redress Mechanism (GRM)

The project will put in place a responsive and functioning Grievance Mechanism (GM) to address the concerns and complaints of beneficiaries and project stakeholders by adopting an understandable and transparent process that is culturally appropriate and readily accessible to all the segments of affected communities. The project’s GM is at no cost to complainantsandguaranteesthattherewillnoretributionforpeoplewholodgecomplaintson projectactivities.Furthermore,thegrievancemechanismwillnotimpedeaccesstojudicialand administrativeremedies.

## 5.1 Objectives of the GM

The objectives of the GM are:

* Provide affected people with avenues for lodging complaints or resolving any dispute that may arise during the projectlifecycle.
* Ensure that appropriate and mutually acceptable redress actions are identifiedand implemented to the satisfaction ofcomplainants.
* Avoid the need to resort to judicial proceedings as far aspossible.
* In the case of indigenous people and vulnerable people, adopt culturally appropriate and accessible means by which they can lodge complaints about redress through their customary dispute settlementmechanisms.

## 5.2. Grievance Redress Mechanism (GRM) System

The main purpose of this system is to ensure there is a robust and transparent process, consisting of a sequential process of resolution available to swiftly address the complaints. The SEP consists of the following GRMsystems.

The implementation of the Project’s GRM will be guided by the Grievance Redress Procedure (GRP), 2074 Bikram Sambat (B.S.) developed by CEHRD/MoEST. The Grievance Redress Committees (GRCs) formed at three different levels will fully handle the grievances as specified by CEHRD’s procedure. The GRP, 2074 B.S. has the provision of a Grievance Redress Committee (GRC) which is formed in every school comprising of SMC members, school principal/teacher, and members of the Parent-Teacher Association (PTA), members of the children club, and other members as relevant. All the grievances at the school level will be recorded, reviewed, and addressed by this committee at the first point of registration. Given the important role of local governments in basic education, the judicial committee led by the deputy mayor or deputy chairperson as per Article 217 of the constitution will be considered a second-tier GRC at the local government level.

The Education Officer at the local education unit will work as an important member of the committee while addressing education-related grievances. Similarly, there will be a GRC at PCU which will work under the guidance of CEHRD. All grievances not resolved by the GRCs at the school and local government level will be forwarded to PCU at the central level. The project will publicize GRM on a regular basis. The project will consider the cultural characteristics and accessibility factors while publicizing the GRM in the project area.

Once all possible redress mechanism is applied and if the complainant is still not satisfied then they should be advised of their right to legal recourse. The existing GRM will also be used for addressing GBV, SEA/SH related issues along with a mechanism for confidential reporting with safe and ethical documenting of GBV, SEA/SH, and other issues like environmental issues, social/caste-based discriminations, bullying among others. Further, the GRM will also have a provision to immediately notify both the MoEST/CEHRD and the World Bank of such complaints, with the consent of the immediate survivor. The grievances under the project will be managed systematically by types of complaints and complainants to provide more efficient management. Detailed information on GRM procedures and functioning is provided in the Project’s GRP, 2074 B.S.

## 5.3 World Bank Grievance Redress

Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed to address project-related concerns. Project affected communities and individuals may submit their complaints to the WB’s independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB's 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 allowed to respond. For information on how to submit complaints to the WB’s corporate Grievance Redress Service (GRS).[[5]](#footnote-6)

# 6. Monitoring and Reporting

The SEP will be periodically revised and updated as necessary in the course of project preparation and implementation phases to ensure that the information presented herein is consistent and is the most recent and that the methods of engagement remain appropriate and effective with the project context and specific phases of the development. Any major changes to the project-related activities and their schedule will be duly reflected in the updated SEP.

Monthly summaries and internal reports on public grievances, inquiries, and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by the Focal Point Person/E&S Safeguard Specialist and referred to the Project Coordinator of the PMU. The monthly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the project’s ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the project during the year may be conveyed to the stakeholders in two possible ways:

• Publication of half-yearly report on project’s interaction with the stakeholders.

• Monitoring of a beneficiary feedback indicator on a regular basis. The indicator will be determined in the updated SEP and may include:

* Number of consultations, including by using modern means of communications carried out within a reporting period (e.g. monthly, half-yearly, or annually);
* Number of public grievances received within a reporting period (e.g. monthly, half-yearly, or annually); and,
* Number of those resolved within the prescribed timeline; number of press materials published/ broadcasted in the local, regional and national media.

1. Kathmandu, the nation’s capital is located in Bagmati province [↑](#footnote-ref-2)
2. Students from institutional schools scored 51 points more than students from community schools in Math, 49 points more in science, 21 points more in Nepali and 68 points more in English in the 2019 Grade 10 NASA. [↑](#footnote-ref-3)
3. Boys scored 18 points more in Maths, 16 points more in Science, and 10 points more in English in Grade 10 NASA though there is no gap in Nepali. [↑](#footnote-ref-4)
4. School Level Educational Statistics of Nepal – Consolidated Report 2019/2020 (FLASH) [↑](#footnote-ref-5)
5. 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 [↑](#footnote-ref-6)