

Public Disclosure Authorized

Higher Education Acceleration and Transformation Project (P168961)

Stakeholder Engagement Plan Bangladesh

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Implemented by:
Secondary and Higher Education Division (SHED)
OF
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Acronyms

AUW	Asian University for Women
BAC	Bangladesh Accreditation Council
BUET	Bangladesh University of Engineering and Technology
CBO	Community Based Organization
CCC	Chattogram City Corporation
CDA	Chattogram Development Authority
CPD	Continuous Professional Development
CWASA	Chattogram Water and Sewerage Authority
DCC	Dhaka City Corporation
DESA	Dhaka Electrical Supply Authority
DoE	Department of Environment
E&S	Environment and Social
ED	Executive Director
EHS	Environmental Health and Safety
ESMF	Environment and Social Management Framework
ESIA	Environment and Social Impact Assessment
ESMP	Environment and Social Management Plan
ESS	Environment and Social Standards
GBV	Gender-based Violence
GoB	Government of Bangladesh
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
GRS	Grievance Redress System
HE	Higher Education
IQAC	Institutional Quality Assurance Cell
IWFM	Institute of Water and Flood Management
LMI	Learning Management Infrastructure
LMP	Labor Management Procedures
MoE	Ministry of Education
NHA	National Housing Authority
PAPs	Project Affected Persons
PD	Project Director
PMU	Project Management Unit (PMU)
PPR	Public Procurement Rule
RAJUK	Rajdhani Unnayan Katripokkho
RAP	Resettlement Action Plan
RBF	Results-Based Financing
SEP	Stakeholders' Engagement Plan
SMP	Social Management Plan
STEM	Sciences, Technology, Engineering and Medicine
TTO	Technology Transfer Offices
UGC	University Grants Commission

Table of Contents

List of Tables and Figure	4
Chapter 1: Introduction and Project Description	5
1.1 Introduction	5
1.2 Project Objectives and Components	6
1.3 Project Location	9
1.4 Summary of potential environmental and social impacts.....	12
1.5 Objectives of the Stakeholder Engagement Plan (SEP)	13
1.6 World Bank requirements for stakeholder engagement	15
2.1 Methodology of Stakeholders Engagement	17
2.2 Stakeholder Identification and consultation method.....	17
2.3 Public consultation in the previous engagement process	20
Chapter 3: Stakeholder Identification and Analysis.....	27
3.1 Stakeholder Identification and analysis.....	27
3.2 Stakeholder Categorization	29
3.3 Affected Parties.....	30
3.4 Other Interested Parties	31
3.5 Vulnerable Groups	33
Chapter 4: Stakeholder Engagement Program	35
4.1 Stakeholder Engagement Methods and Tools.....	35
4.2 Description of Engagement Methods.....	35
4.3 Engagement methods and tools in light of COVID-19 outbreak	36
4.4 Advance Public Notification	37
4.5 Communication with project affected people and vulnerable communities	38
4.6 Description of Information Disclosure Methods	48
4.7 Timetable for Disclosure	48
4.8 Planned stakeholder engagement activities.....	51
Chapter 5: Grievance Redress Mechanism.....	60
5.1 Grievance Redress Mechanism.....	60
5.2 Grievance Redress Committees (GRC).....	60

5.3 Composition of GRC	61
5.3.1 Composition of Local Level GRC	61
5.3.2 Composition of project level GRC	61
5.3.3 Composition at ministry level GRC	62
5.4 Addressing Gender-Based Violence (GBV) at the Project sites	65
5.4.1 GBV due to major civil works and labor influx.....	65
5.4.2 GBV due to other project stakeholders	66
5.4.3 GBV Risk and Impacts Assessment under ESF	67
5.4.4 GBV GRM.....	68
5.4.5 Actions against SEA and SH at the Universities	68
5.5 Grievance logs.....	69
5.6 Monitoring and reporting on grievances.....	70
5.7 Points of contact	70
5.8 World Bank Grievance Redress System	71
Chapter 6: Implementation of the SEP and Budget.....	72
6.1 Implementation Arrangements	72
6.2 Roles and Responsibilities.....	72
6.3 Budget for SEP Implementation	73
Chapter 7: Monitoring and Reporting	74
7.1 Closing the Feedback Loop: Reporting back to stakeholder groups	75
Annex 1: Stakeholder Identification & Analysis.....	77
Annex 2: Invitation letter of Consultation Meetings and disclosure of GRM.....	92
Annex 3: Pictures and participant lists of Consultation Meetings.....	92
Participant Lists.....	94
Annex 4: Summary and pictures of KII.....	97
Annex 5: Summary, pictures and participant list of FGDs	99
Annex 6: Coverage of consultation meeting by local media	102
Annex 7: Invitation Brochure	102

List of Tables and Figure

Table 1: Key Activities of Component/Subcomponent	6
Table 3: Public Consultations.....	22
Table 4: Potential Stakeholders Group and Interested Parties	27
Table 5: Methods, Tools and Techniques for Stakeholder Engagement.....	41
Table 6: Stakeholder Engagement and Disclosure Methods.....	50
Table 7: Stakeholder Engagement Activities	51
Table 8: GRC membership at local level	61
Table 9: GRC membership at project level	61
Table 10: GRC membership at ministry level.....	62
Table 11: Role and Responsibilities for SEP Implementation.....	72
Table 12: Budget	73
Table 13: Monitoring report Matrix.....	74

Chapter 1: Introduction and Project Description

1.1 Introduction

Stakeholder’s engagement and communication is an important tool for ensuring transparency, accountability and effectiveness of development projects. This document lays out a stakeholder engagement strategy for engaging stakeholders associated with Higher Education Acceleration and Transformation (HEAT) Project. HEAT is a regional project and this Stakeholder Engagement Plan (SEP) has been prepared for Bangladesh by the Secondary and Higher Education Division (SHED) of the Ministry of Education (MoE) with the support of the University Grants Commission (UGC). The overall responsibility for the Project implementation in Bangladesh would lie with SHED while day-to-day implementation support will be provided by UGC.

The institutional arrangements for the regional program are expected to evolve over time and in an organic manner. Initially, the regional program will be implemented by the concerned national bodies in all participating countries which will work together to form an *ad hoc* Regional Coordination Committee (RCC). The regional dialogue is expected to evolve over time and in an organic manner, based on the quality of policy dialogue. The RCC¹ will meet at least twice per year to discuss matters of common concern and recommend solutions. In Bangladesh, the overall responsibility for Project implementation would lie with the Secondary and Higher Education Division (SHED) of MoE, while day-to-day implementation support will be provided by the University Grants Commission. At the Bangladesh national level, a Project Steering Committee chaired by the Secretary of the SHED/MoE will provide policy oversight and resolve critical issues. The UGC will provide coordinating support between the SHED/MoE. The UGC would implement the project using existing structure of its with additional technical support to be provided to respective divisions. There will be a Project Director (PD) at least at the level of Additional Secretary and s/he will be assisted by a Chief Implementation Officer (CIO) hired from the market. The CIO will lead the Technical Assistance (TA) team to the UGC. Adequate technical staff and consultants will be hired to ensure oversight responsibility for all project components, including financial management, procurement, M&E, and administrative and communication. The CIO will be responsible for coordination of project activities under the guidance of PD. A Project Implementation Committee (PIC) will be established by UGC following the Planning Commission guideline to support the project implementation. The PIC will be chaired by the UGC chairman. The PD will be the member secretary of the PIC.

The intention of this SEP is to support the Project in Bangladesh (the HEAT Project) in delivering efficient and effective engagement and communication with stakeholders of the investment program so that their views and concerns are reflected in the project and they are fully informed about the project activities. Timely and two-way information sharing, and communication can help to mobilize and maintain stakeholder support for the project and advance the overall project goals. However, due to the current COVID-19 pandemic and uncertainty over how long it will last, overall stakeholder engagement methods and labor management have to be revised. The pandemic is anticipated to impact project activities for at least the next two years.

¹ The RCC will work with existing SAARC entities like the SAARC Consortium on Open and Distance Learning (SACODiL) and SAARC Statistical Organization (SAARC STAT) and others to support the regional program.

The SEP outlines in detail the commitment of the Government of Bangladesh (GoB) as regards to engaging the stakeholders of the HEAT project. It also details the project Grievance Redress Mechanism (GRM), with an additional one, which will be set up specifically for Gender-Based Violence (GBV) instances, and future plan of action, keeping in mind the COVID-19 context, as a measure to engage with the stakeholders and to resolve any potential cases of grievances arising out of implementation of the project.

1.2 Project Objectives and Components

The project development objectives of the project are (i) regionally, to strengthen regionally the COVID-19 response, improve connectivity and quality of higher education for women, and (ii) in Bangladesh, to enhance higher education’s governance, resilience to emergencies, and graduate employability. The exchange program among different international universities will contribute to removing socio-cultural and economic barriers to women’s access to higher education, increase the access to quality jobs and promote women’s voice and leadership. The project encompasses four main components that embody 09 sub-components as summarized at Table 1.

Table 1: Key Activities of Component/Subcomponent

Component/Subcomponent	Key Activities
COMPONENT 1: SOUTH-ASIAN HARMONIOUS AREA FOR RESEARCH AND EDUCATION	
Sub-component 1.1: Building System Resilience and digital connectivity	<p><u>Sub-component 1.1.1: Emergency response</u> The sub-component will offer technical support for up to 150 higher education institutions to implement the emergency guidelines. This will include the establishment of a response committee, a rapid review of readiness for re-opening, the review of draft emergency response plans based on the template, reviews of related policies such as IT-policies, quality assurance and accreditation policies.</p> <p><u>Sub-component 1.1.2: Efforts to improve connectivity across national research and education networks</u> Main activities are (i) technical assistance to participating countries to strengthen the service provision offered by NREN, (ii) development of a standard package of services that NRENs in South Asia can offer students and higher education institutions; (iii) support the participation and membership of the AfgREN in the Asia-Pacific Advanced Network (APAN) and work closely with APAN to strengthen cooperation across SAR RENS; (iv) put in place the last-mile connectivity for participating colleges, institutions and universities in Afghanistan and Bangladesh ; (v) support the development and implementation of policies and strategies to ensure connectivity of the most disadvantaged students by providing means-tested access to devices and broadband access, and (vi) the establishment of a 24/7 helpdesk to support remote teaching and learning.</p>

Component/Subcomponent	Key Activities
	<p><u>Sub-component 1.1.3: The establishment of a South Asian Higher Education</u></p> <p>The project will also finance technical assistance at the regional level to assist central authorities (UGC or Equivalent) to develop a South Asian Higher Education Portal to be initially hosted by the BdREN in Bangladesh. The Portal will host both curated and new content, including teaching and learning materials, tutorial support, freely accessible online courses offered by regional institutions, a learning corner and platforms for teaching and learning material.</p> <p>This sub-component will also finance and support the development of policies and strategies aimed at developing resilience in the higher education system through digitalization. The portal will also host all outputs produced under Sub-Component 1.1.1 on the Pandemic Response. While the material on the portal will directly benefit Afghanistan and Bangladesh, there will also be spillover benefits to other countries in the region and beyond.</p>
<p>Sub-component 1.2: Regional Network of Women’s Higher Education Institutions</p>	<p><u>Subcomponent 1.2.1: Regional Network Activities</u></p> <p>This subcomponent will support (1) implement a model of increasing employability, which includes setting up a Career Service Center and alumni office, partner with employers in the public and private sector to offer job placements and internships to their students. (2) Modernize their curricula, strengthen faculty’s pedagogical and content knowledge through short-term in-service training and longer-term academic training, and support student assessment methods and remedial teaching to ensure that no student falls behind. (3) Upgrade their teaching and learning environment, services (e.g. childcare) to strengthen female enrolment, and support for digital connectivity to the research and education networks in their countries. (4) Undertake joint research and joint master programs on topics including related to gender in education, and transitions from education to the labor market.</p> <p>This sub-component will also support (i) strengthening student recruitment and admissions; (ii) remedial programs to ensure preparation for a competitive and rigorous program; (iii) strengthening of teaching and learning at all stages of student programs, (iv) improving employability and labor market outcomes; (vii) curricular reforms, (viii) improved methods of student assessments; (ix) enshrining civic and social values in student programs; (x) digital program development; and (xi) development of modules focused on women’s leadership.</p> <p><u>Subcomponent 1.2.2: Building of the AUW Academic</u></p> <p>This sub-component will support the infrastructure development of a</p>

Component/Subcomponent	Key Activities
	<p>climate resilient academic complex at Asian University for Women (AUW) which will become a hub for the regional network. The academic complex development would include the building of the main seminar rooms, lecture halls, theaters, and faculty offices. This campus will increase the enrollment capacity of AUW from 700 to 3,000 students.</p> <p>Further campus construction (beyond the academic complex) is expected to consist of a state-of-the-art auditorium, a sports field, gymnasium and swimming pool, a complete set of student, staff and faculty housing, we which will be established in a phased manner using alternative financing sources and over an extended period of time.</p>
COMPONENT 2: TRANSFORMING HIGHER EDUCATION IN BANGLADESH	
Sub-Component 2.1: BUSINESS CONTINUITY UNDER COVID-19	<p>The following set of activities will be financed through this sub-component:</p> <ul style="list-style-type: none"> ▪ <i>Develop National Learning Management Infrastructure (LMI):</i> A national/central Learning Management Infrastructure (LMI) will be established. The LMI will facilitate the development, management and delivery of on-line courses. ▪ <i>Subsidize connectivity and devices to students and staff:</i> UGC and participating universities in BdREN will offer a subsidized connectivity package (Wi-Fi router and internet credit) to students and staff. ▪ <i>Upgrade the Bangladesh Research and Education Network (BdREN):</i> BdREN’s capacity will be strengthened and participation of universities will be increased to support envisioned activities and delivery of services under LMI
Sub-Component 2.2: Strengthening the Market Relevance of Higher Education Programs in Bangladesh	<p>The sub-component will support to focus on employability skills of university students through enhanced exposure programs for university students and employment service activities.</p> <p>Under this sub-component University Teachers’ Training Academy (UTTA) with provision of residential amenities will be constructed. As part of faculty professional development 5,000 teachers from public and private universities will be trained.</p> <p>Under competitive grant scheme main activities will be (a)COVID-19 related research and development; (b) upgrading teaching-learning facilities with modern communication technology; (c) upgradation of science and technology labs for STEM disciplines; (d) updating/modernizing curricula and teaching-learning material; (e) upgradation/renovation of childcare facilities and ensuring campus safety for women; (f) competitive research grants for STEM and Humanities/Social Sciences/Liberal Arts; (g) establishing 7 new</p>

Component/Subcomponent	Key Activities
	fab-labs; (h) transforming all existing fab labs into Centers of Excellence in digital manufacturing and facilitating link-up with private sector; (i) set-up 5 “i-labs” in 5 universities; (j) set-up business incubators tagged with successful fab-labs/i-labs to convert innovative ideas into commercially useful products and (k) IP management cells and Technology Transfer Offices (TTO) will be established at least in 20 universities
Sub-Component 2.3: Improving the Governance and Quality of the Higher Education Sector	This sub-component will support activities to enhance the overall management capacity of the higher education sector in Bangladesh. Technical assistance will be provided to support implementation of (i) Improving Higher Education Management, (ii) Enhanced Quality Assurance Mechanisms to all the 153 universities in Bangladesh and (iii) Strengthening of Institutional and Program Accreditation and at least 30 programs will be accredited in universities under Bangladesh Accreditation Council (BAC).
COMPONENT 3: Enhancing Management monitoring and communication	The component supports project management capacities of the Bangladesh: Ministry of Education and UGC; and in Afghanistan: The Ministry of Higher Education (MoHE). The activities under this component include: (i) project management; (ii) monitoring and Evaluation; (iii) communication; and (iv) Technical Assistance (TA) and help create a grievance redress mechanism (GRM).
Component 4: Contingent Response (CERC)	This contingent emergency response component is included under the project for situations requiring urgent need for assistance. A zero-value component has been included to ensure that these funds can be deployed through the project.

1.3 Project Location

There is a local and regional dimension to the project. Considering the components and activities, Project locations are given below:

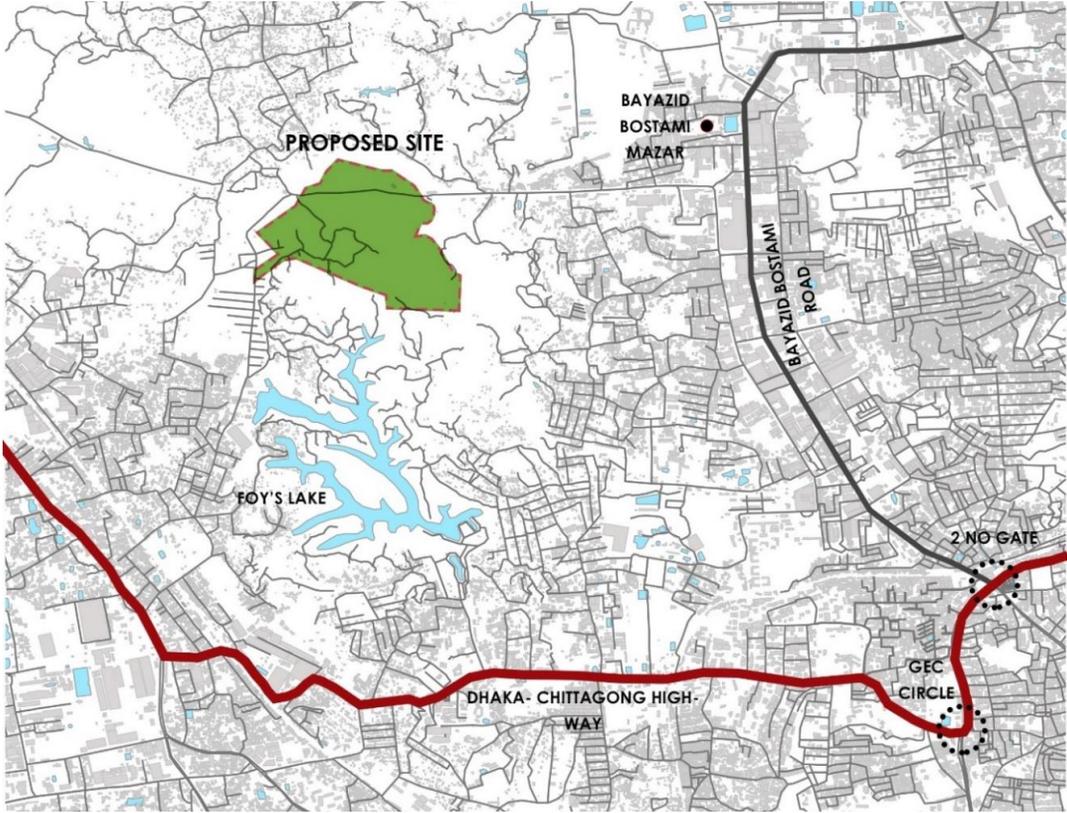
Locations under Component 1 and 2: Total 153 public and private universities in 34 districts of Bangladesh under UGC who may be eligible for sub-grants. Universities winning the grants will not be identified until project implementation. Based on the grant recipients, locations of the Universities can be identified. Moreover, collaboration research may be taken with any universities in the world. So, during implementation, precise international location will be identified. Moreover, at the proposed UTTA will be constructed in Dhaka, Bangladesh. However, two sites/land are preliminary identified at Dhaka owned by government. This stakeholder engagement plan will be updated once the location is known.

Under this project, Technology Transfer Offices (TTO) will be established at 20 universities. Also, teaching and learning facilities of women’s institutions will be improved by upgrading of infrastructure (childcare, dorms, and washrooms). Similarly, in other selected institutions, there will be (a) upgradation of teaching-learning facilities with modern communication technology; (b) upgradation of science and technology labs for STEM disciplines; (c) updating/modernizing curricula and teaching-learning materials; and, (d) upgradation/renovation of childcare facilities and ensuring campus safety for women. Furthermore, project grants will be available for: (a) establishing 7 new fab-labs²; (b) transforming 5 fab-labs (from the existing 8) into Centers of Excellence in digital manufacturing; (c) set-up 5 “i-labs” in 5 universities; and (d) set-up business incubators tagged with successful fab-labs/i-labs to convert innovative ideas into commercially useful products. However, none of the locations are known.

Locations under Component 1.2.2 in Bangladesh: Under this component, AUW Academic Complex will be constructed at Dakshin Pahartali, only 6 km from Chattogram city center on 140 acres of unutilized hilly khas land donated by GoB. Under this component, universities from different locations have shown interest for the exchange program and those locations are Chattogram, Dhaka, Gazipur and 8 colleges under National University, which are from different locations of Bangladesh. This component will also refurbishing lecture rooms, creating smart classrooms and other related improvement in Women’s Colleges and Universities in Bangladesh Different international universities from Afghanistan, China, Nepal and India have also shown interest with the exchange program. More universities may join during the operational period. The following figures shows the location of AUW campus, Chattogram where a major construction will be conducted. Once the project locations will be known, this SEP will be updated.

² <http://fablab.bau.edu.bd/about/>: A FabLab (Fabrication Laboratory) can be understood as a physical space with tools and machines for digital fabrication; a community of people that collaborate and share some values and capabilities; and a node in a global network that seeks a balance between being completely independent and local and being completely coordinated and global. Each of these three different natures is important and cannot be taken alone. It is a small-scale workshop offering digital fabrication for invention, innovation, and entrepreneurship with a unique operation. Unlike traditional academic laboratories, Fab Lab is open to the public and is connected to about 565 local Fab Labs around the world as a global network to share knowledge, design, and process to facilitate peer learning.

Figure 1: AUW campus location



1.4 Summary of potential environmental and social impacts

The construction of a campus for the Asian University for Women (AUW) in Chattogram will involve large-scale civil works, including: (i) hill cutting, leveling and land development; (ii) construction of infrastructure such as academic building, hostels and dormitories, auditorium, etc., (iii) construction of internal roads and retaining walls because of the hilly locations. Similarly, a number of risks and impacts may arise from “associated facilities”, and large-scale construction works such as, impacts from earthworks during excavation on hillsides; quarrying; disposal of spoil, particularly from hill cutting may lead to landslide if adequate engineering measures are not in place during design and construction.

The land plot for construction of the campus is currently in the possession of the AUW authority. The plot is currently vacant although some livelihood and grazing activities are carried out which are ascertained in the project’s Environment and Social Impact Assessment (ESIA). There are villages adjoining the site and there is a possibility of the building works hindering access to the villages from the main entry/exit points.

Aside from the construction of the AUW campus, other construction activities will be minor and will be within the premises of existing eligible public and private universities and women colleges. As the eligible educational institutes are not selected yet, exact location is unknown. However, UTTA will be constructed in Dhaka, Bangladesh. The minor residual construction activities will be:

- Establishing 7 new fab-labs
- Transforming all existing fab labs into Centers of Excellence in digital manufacturing and facilitating link-up with private sector
- Setting-up 5 “i-labs” in 5 universities;
- Development of a data center and a high-performance computing cluster
- Upgradation of teaching-learning facilities with modern technology and upgradation of science and technology labs
- Teaching and learning of upgradation of Women’s Colleges and Universities in Bangladesh
- Development of digital facilities of Women’s Colleges and Universities in Bangladesh
- Upgradation/renovation of childcare facilities, dormitories, washroom facilities of Women’s Colleges and Universities in Bangladesh

To support research facilities, the project activities will be nationwide in selected public and private universities, departments, centers and institutions fulfilling eligibility criteria defined in project operation manual on a competitive basis. The eligibility criteria will include environmental and social management to address the research related environmental and social issues in the areas including climate change & environmental sustainability, advanced technologies under Industry and local development challenges. There may be impacts from the operational procedure in the laboratories, inadequate disposal of laboratory chemicals, and mismanagement of e-wastes etc. However, the exact impacts from the research activities and the operation of laboratory will be ascertained once the proposals are received.

Due to the potential pollution, impacts on natural habitat, health and safety issues associated with construction activities, relocation of squatters, livelihood impacts on the neighborhood, impacts on gender and labor influx as the result of the establishment of the AUW academic complex and UTTA, the associated risk is classified as ‘Substantial’ from the initial risk assessment of the proposed interventions.

Although the project civil works will not take place in areas where there are concentrations of Indigenous Peoples, the project will encourage enrollment of indigenous students through various incentive mechanisms, including stipends. An Indigenous Peoples/group are identified, Indigenous people's plan (IPP) will be prepared following the guidelines of IPPF.

Besides the Construction related activities, the project aims at transforming Higher education in Bangladesh through enhancing employability skills of University graduates, advanced research, innovation, and entrepreneurship, strengthening faculty professional development, boosting education technologies for service delivery in higher education, enhancing quality assurance at universities; strengthening higher education management through operationalizing University Program Accreditation under BAC, performance based financing for public universities, key reforms in Higher education management and governance; establishing regional collaboration to promote excellence in Women's education through exchange programs among universities in the network and teaching and learning improvement. All these activities would have positive impact on the society and nation at large.

1.5 Objectives of the Stakeholder Engagement Plan (SEP)

The overall objective of this Stakeholder Engagement Plan (SEP) is to define a program for stakeholder engagement, including public information disclosure and consultation, throughout the construction, other project activities, and operation of the proposed projects. The SEP outlines the ways in which the project will engage national, international and regional stakeholders, current students, future students, faculty, researchers, labors, and contractors and provide them with a mechanism through which people can raise concerns, provide feedback, or make positive and negative complaints about the project(s) themselves.

The involvement of the local population and international stakeholders is essential to the success of the project in order to ensure smooth collaboration between project staff and local communities and to minimize and mitigate environmental and social risks related to the proposed project. 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 relationships that are important for successful management of environmental and social risks identified in a project.³ Communicating early, often, and clearly with stakeholders helps manage expectations and avoid risks, potential conflict, and project delays.⁴ In addition, the plan assists in managing stakeholder expectations, which will have a bearing throughout the lifespan of the project. Hence, this SEP provides a plan to interact effectively with stakeholders to support project interests.

As the main beneficiaries of the project are women, there is an increased risk of GBV/SEA/SH, detailed in Chapter 5.4. During consultations, various female activists mentioned that there had been sustained govt. support for education of girls and women since 1991. At the moment gender parity exists in both primary and secondary education sector with the positive tilt towards girls. The present project would create a healthy and conducive environment for women to pursue tertiary level education. This would also facilitate job opportunity for the graduates along with research facilities for the women graduates. The networking of women within the region would also foster cultural exchange and fraternity while creating

³ The World Bank (2017), The World Bank Environmental And Social Framework

⁴ Pollet., T (2014), A Strategic Approach to Early Stakeholder Engagement

job opportunity within the region and beyond. This way the project would empower women in Bangladesh and beyond will not only lead to increased household incomes and contribute towards building a more skilled labor force, but it will also make these individuals more socially mobile. Positive Vertical Social Mobility means that they have experienced an upgrade in their social class. It would also indirectly help in overcoming domestic violence, child marriage, GBV and other women related social vices. Thus, a robust SEP, accounting for various stakeholders' opinions, particularly women, is crucial to the success of the project.

The SEP:

- Involves interactions between and among identified groups of people and provides stakeholders with an opportunity to raise their concerns and share their opinions and ensures that this information is taken into consideration when making decisions pertaining to the project.
- Involves interaction with current students to discuss on present situation, curricula, job opportunities, internship, future research opportunities, gender issues and process of engaging future students.
- Begins early during the project planning process to gather initial views on the project proposal and design.
- Encourages stakeholder's feedback, especially as a way of informing the project design and engagement by stakeholders in the identification and mitigation of environmental and social risks and impacts.
- Ensures prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a timeframe that enables meaningful consultation with stakeholders in a culturally appropriate format, in relevant local languages and is understandable to stakeholders.
- Considers and responds to feedback.
- Supports active and inclusive engagement with project affected parties, project beneficiary group, current and future students, staffs and faculty, researchers, entrepreneurs etc.
- Ensures that implementation of the SEP will be documented and disclosed prior to Project appraisal.

In addition, the SEP of the HEAT Project will endeavor to disclose information that will allow stakeholders to understand the risks and impacts of the project as well as potential opportunities. And, it will provide stakeholders with access to information, as early as possible before the Bank proceeds to project appraisal, and in a timeframe that enables meaningful consultations with stakeholders on project design.

The SEP keeps a record of the consultation and disclosure approach and efforts since the first Public Consultation Meeting was organized in November 2008. The SEP includes details of the stakeholder engagement activities that have occurred since 2008 (at AUW) till 2019. During the project preparatory stage while making all relevant safeguard documents required by ESF guidelines, the team has had three public consultations by UGC under SHED (MoE) with support of AUW. Other than this, UGC has conducted four focus group discussions (FGD) with various stakeholders. Additionally, 15 key informant interviews (KIIs) were also conducted, out of which three KIIs were done through videoconferencing from March - May 2020, during the lockdown imposed due to Covid-19. The SEP also provides insight on the proposed

organizational and staffing structure for implementing the ongoing and future engagement program, keeping in mind that Covid-19 will affect the methods of engagement (details in Chapter 2).

1.6 World Bank requirements for stakeholder engagement

The World Bank's Environmental and Social Framework (ESF) came into effect on October 1, 2018. The Framework includes Environmental and Social Standard (ESS) 10, "Stakeholder Engagement and Information Disclosure", which recognizes "the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice". ESS10 emphasizes that effective stakeholder engagement can significantly improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

As defined by the ESF and ESS10, 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 relationships that are important for successful management of a project's environmental and social risks. According to ESS10, 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. SHED and UGC will ensure the following engagement procedures:

- SHED and UGC will engage with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design. The nature, scope and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.
- SHED and UGC will engage in meaningful consultations with all stakeholders and will 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.
- The process of stakeholder engagement will involve the following, as set out in further detail in this ESS: (i) stakeholder identification and analysis; (ii) planning how the engagement with stakeholders will take place; (iii) disclosure of information; (iv) consultation with stakeholders; (v) addressing and responding to grievances; and (vi) reporting to stakeholders.
- SHED and UGC will maintain and disclose as part of the environmental and social assessment, a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was taken into account, or the reasons why it was not.

SHED has prepared this draft SEP based on the nature and scale of the project and its potential risks and impacts. Stakeholders have been identified and if any new stakeholders are identified will be included with this SEP. This SEP will be disclosed for public review and comment before the project is placed for the World Bank appraisal. According to ESS10, this SEP has also developed a grievance redress mechanism that allows project-affected parties, student, faculty, future students and others to raise concerns and provide feedback related to the environmental and social performance of the project together with

components related activities other than safeguard matters and to have those concerns addressed in a timely manner.

Chapter 2: Previous Stakeholder Engagement Activities

2.1 Methodology of Stakeholders Engagement

In order to meet the best practice approaches and WB ESS 10 guidelines, HEAT project has followed the following principles for stakeholder engagement:

Life-cycle approach: Public consultations have been arranged with 23 different types of local stakeholders including current students, teachers, relevant government agencies, affected persons, beneficiary groups and interested stakeholders. Moreover, consultations will be arranged throughout the project cycles as and when needed. However, due to the onset of the pandemic in Bangladesh in March and uncertainty surrounding how long it will last, new methods of engagement have to be put in place like using digital technology or audio, traditional methods like TV, newspaper, radio, public announcement and mail (more details in Section 2.5). Additional stakeholders will be identified through the project cycles and based on the newly identified stakeholders; SEP will be updated, if required.

Informed participation and feedback: Information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders' feedback, for analyzing and addressing comments and concerns. Draft ESIA of AUW Permanent Campus has been prepared and once it is finalized will be disclosed among the stakeholders.

Inclusiveness and sensitivity: Stakeholder identifications are undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times are encouraged to be involved in the consultation process through phone, mail or personal contact. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups, in particular women, youth, elderly including diverse ethnic groups.

2.2 Stakeholder Identification and consultation method

Stakeholder engagement process for the HEAT project has started from identification, mapping and analysis. It is anticipated that this Stakeholder Engagement Plan (SEP) will help clarify the stakeholder identification procedure at the national and regional level for the forthcoming stages. The following techniques are being used during the engagement process

Table 2: SEP Techniques

Engagement Technique	Appropriate application of the technique
Correspondences (Phone, Emails, Text, instant messaging)	<ul style="list-style-type: none"> • Distribute information to SHED, UGC and officials of different government agencies, NGOs, Local Government, and organizations/agencies, • Invite stakeholders to meetings and follow-up
Key Informant Interviews	<ul style="list-style-type: none"> • Seeking views and opinions • Enable stakeholder to speak freely about sensitive issues • Build personal relationships
Public meetings/workshop and Focus Group Discussion	<ul style="list-style-type: none"> • Present Project information to a large group of stakeholders, especially communities • Discuss about the all project components • Allow the group to provide their views and opinions • Build relationship with the communities, especially those impacted • Distribute non-technical information • Facilitate meetings with presentations, PowerPoint, posters etc. • Record discussions, comments, questions.
Project on website/Information Centre/information Boards	<ul style="list-style-type: none"> • Establish Information Board in each project area • Present project information and progress updates • Disclose ESMF, ESIA, ESMP, SEP, LMP, RPF, IPPF and relevant project documentation • Disclose component wise project activities
Direct communication with affected people	<ul style="list-style-type: none"> • Share information on timing of project activities • Collect the opinion about the project
Radio/TV emissions/media	<ul style="list-style-type: none"> • Arrange for broadcast Radio/TV emissions and local/national newspaper to bring the project to large public awareness.
Project leaflet	<ul style="list-style-type: none"> • Brief project information to provide regular update • Site specific project information in local language
Surveys	<ul style="list-style-type: none"> • Gather opinions and views from individual stakeholders • Gather baseline data and develop database for monitoring impacts • Record data and analysis
During COVID-19	
Video Conference, Virtual	<ul style="list-style-type: none"> • Share information on project activities and timing of activities • Collect the opinion about the project

Engagement Technique	Appropriate application of the technique
Workshops/Phone Calls for all appropriate meetings-Focus Group, Interviews (WebEx, Skype, and in low ICT capacity situations, audio meetings and preferred virtual channel by the stakeholders)	<ul style="list-style-type: none"> • Discuss about the all project components • Allow the group to provide their views and opinions • Build relationship with the communities, especially those impacted • Distribute non-technical information • Record discussions, comments, questions • Allow small groups of people (women, youth, vulnerable people, disabled people, etc.) to provide their views and opinions • Facilitate meetings with presentations, PowerPoint, posters, online polls etc. <p>All channels of communication need to clearly specify how stakeholders can provide their feedback and suggestions. The following procedures will be followed:</p> <ul style="list-style-type: none"> • Participants can register online through a dedicated platform. • Distribution of workshop materials to participants, including agenda, project documents, presentations, questionnaires and discussion topics: These can be distributed online to participants. • Participants can be organized and assigned to different topic groups, teams or virtual “tables” provided they agree to this. Group, team and table discussions can be organized through social media means, such as WebEx, skype or zoom, or through written feedback in the form of an electronic questionnaire or feedback forms that can be emailed back. • The chair of the workshop will summarize the virtual workshop discussion, formulate conclusions and share electronically with all participants.

2.3 Public consultation in the previous engagement process

UGC under SHED with support of AUW has had three public consultations by UGC under SHED (MoE) with support of AUW. Other than this, UGC has conducted four focus group discussions (FGD) with various stakeholders. Additionally, 15 key informant interviews (KIIs) were also conducted with teachers, students, researchers, scientists, contractors, suppliers, NGO representatives, businessmen etc. Out of the 15 KIIs, three KIIs were done through video conferencing from March - May 2020, during the lockdown imposed due to Covid-19. Since SHED and UGC are yet to determine the land plot for the construction of the 'University Teacher Training Academy (UTTA)', similar public consultation meetings will take place at a later date when the plot is decided. The consultation meetings were held to ensure people's participation right from the planning stage of the project, from the people of the impacted area. A summary with the key points of these consultations, KIIs and FDGs are given in Table 3.

Table 3: Public Consultations

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
17 Nov. 2008	15 Participants , Meeting Room, Chattogram Development Authority (CDA)	AUW interfaced with the Chattogram Development Authority (CDA) regarding hill cutting under the guidance of the Ministry of Housing and Works. AUW also involved the Department of Environment (DOE) for an environmental clearance certification encompassing all	<p>CDA: CDA suggests that it is important to AUW to have the approval from all concerned departments before finalizing the Master Plan.</p> <p>DOE: DOE suggested to submit the detailed plan, ESIA for the environmental clearance.</p>	<p>AUW has shared the master plan with all relevant authority and taken approval.</p> <p>DOE issued environmental clearance based on the documents submitted to DOE.</p>	During the 14 March 2019 consultation meetings, all the updates were informed to the relevant stakeholders.
6-7 Feb 2019	16 AUW students (1 st year, 3 rd year, final year and recent Graduates were interviewed by the Bank consultants . The students were from Afghanistan , Bhutan, Nepal, Sri Lanka and	Knowledge of the Graduates and the present students on the HEAT Project's objectives, activities, timeline, future plan of action, disclosures, security issues, research options etc.	<ul style="list-style-type: none"> • Provision of full-time access to Library for research related works, high speed internet facility at the dorms and campus to make best use of the time in exploring relevant website linked with the study • As the main campus is away from City Center, there should be some good and safe commuting system either arranged by AUW or by CCC. • Some arrangement to visit religious sites like Masjid, Temple, and Church etc. 	The master plan already included all the facilities including library, health facilities etc. prayer area, students requested for. Chattogram Development Authority already constructed a four-lane road connected to the AUW which will make the communication with the city easier.	<p>During the public consultation on 14 March 2019, students were also invited. Project team has informed them about the project updates and replied their queries.</p> <p>During appraisal stage, they will be consulted again with the project updates.</p> <p>However, due to COVID, AUW were unable to arrange any consultations physically except virtual meetings with government organizations.</p>

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
	Bangladesh . Venue: AUW Temporary Campus Conference Room		<p>could be made by AUW authority on religious festival days.</p> <ul style="list-style-type: none"> • Provision of Bank and ATM Booth within the campus to draw and receive money from abroad. • Provision of more books and periodicals in the Library, games and sports facilities within campus and provision of indoor games and cultural events at a larger scale. • Adequate health care facility with special focus on medicine and gynecology specialists • Provision of Psychologist/women Counselors to support the students in need. • Provisioning of a standard marketplace outside the campus to buy daily necessities. • Overall effective safety and security measures of the dormitories from natural and man-made hazards including fire and wild animals. 		

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
14 March 2019	76 participants, Hotel Lord's Inn, Chattogram	<p>The Meeting informed local inhabitants and other stakeholders related to this project about the Environmental and Social Impact Assessment process and collected recommendation/ opinion from the stakeholders. It primarily focused on the construction of the Academic Complex of AUW.</p> <p>The stakeholders in general were very positive on the construction of the permanent campus issue and opined that they had been waiting since 2008 to see the permanent campus of AUW.</p> <p>There were concerns about the drainage system as the area is hilly. The House was informed that a detail drainage network and hydrological study and map were developed by IWFM, BUET.</p>	<ul style="list-style-type: none"> • CDA has issued all related clearances for the project construction to go ahead. Water supply at the campus would be a combination of ground water, rainwater harvesting and recycled water for flashing purposes. As there would be over 3000 students and around 1000 faculty members and staffs, provision of Sewage Treatment Plant must be kept within the project. • DoE informed that Environmental Clearance is already given for the project. However, if project design is changed, new clearance has to be taken. • Local community leaders and local government representatives demanded that the project would need many day laborers and the local people should get priority so that they develop affinity with the project. • There were concerns of forest fire from the 	AUW authority communicating with the relevant project stakeholders including CDA, CWASA, local community members and local people on a regular basis. AUW has prepared ESIA where all safety and secure erasures are being proposed. ESIA confirms that unskilled labors will be hired locally. AUW campus masterplan has included the provisions of prayer place within the campus.	Once the ESIA and relevant E&S documents and master plan will be approved by the MoE/SHED and World Bank, documents will be disclosed to the websites and through consultation. However, due to COVID, AUW were unable to arrange any consultations physically except virtual meetings with government organizations.

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
			<p>stakeholders as the area was in a hilly area and full of jungles. The House was informed that all types of fire safety assessment has been done and measures taken.</p> <ul style="list-style-type: none"> Provision of places for religious activities was missing in the Master Plan. The House was informed that the matter would be communicated to the appropriate authority. 		
13 Feb. 2019	8 (all female students of AUW), Venue: Abedin gate, Bangla Bazar, Bayezid, Chattogram	<ul style="list-style-type: none"> Briefing on the project and potential environment and social impacts Project activities under different components Mitigation measures and grievance redress mechanism Project objectives and scope of work Stakeholders engagement process and World bank policies on disclosure Future plan of action 	They appreciate the authority that the project related information's are disclosed to them. They request the project authority if project focuses on the job-oriented curricula and job placement opportunities.	Project Documents reflects the stakeholders view on job-oriented curricula, job placement opportunities. UGC has prepared E&S documents reflect traffic management, engagement of local unskilled labors, regular project updates to the stakeholders including local communities. AUW has also prepared ESIA which reflects AUW's stakeholder's view.	Once the ESIA and relevant E&S documents and master plan will be approved by the MoE/SHED and World Bank, documents will be disclosed to the websites and through consultation. However, due to COVID, UGC and AUW were unable to arrange any consultations physically except virtual meetings with government organizations.
13 Feb. 2019	9 males from the local communities		The locals around the project area wanted job opportunities during the construction. They are also worried about the increased movement of	Same as above	Same as above

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
	Venue: Central Graveyard, Arefin Nagar, Bayezid, Chattogram	<ul style="list-style-type: none"> Stakeholders opinion about the project 	vehicular traffic around the project site.		
13 Feb. 2019	9 (mixed group) Venue: Abu Taher Master Bari, M. Hasem Plot, 312 Line, ward 2, Anser Camp, UGC		Local people are in favor of the project but they request project authority to disclose project information on a regular basis. They are worried that once the AUW campus will be constructed, poor and vulnerable people might be evicted from the area by the influential businessmen.	Same as above	Same as above
From October 2018 and 30 June 2019	UGC Participants VC and faculty of different public and private universities, Entrepreneurs, Bangladesh higher education forum and stakeholders from	<ul style="list-style-type: none"> Discussed about project objectives, activities, implementation plan, students job opportunities, development of curricula etc. Discussed about regional network, research and student exchange program. 	<ul style="list-style-type: none"> All the stakeholders requested UGC to conduct stakeholder's consultation on a regular basis. University faculty informed that they want to join with the exchange program and research activities. Different business entrepreneurs requested UGC to engage them during development and update the curriculum. 	Updated project activities based on the stakeholder's view. SEP included future stakeholder's engagement plan.	Once the relevant E&S documents will be approved by the MoE/SHED and World Bank, documents will be disclosed to the websites and through consultation. However, due to COVID, UGC is unable to arrange any consultations physically except virtual meetings with government organizations. During the feasibility study for UTTA, UGC will conduct consultation meetings with relevant stakeholder.

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
	different private organizations.				
March 2020-May 2020 (Covid-19)	3 KIIs (students, teachers, researchers) Venue: All consultations by phone or VC due to COVID-19.	<ul style="list-style-type: none"> Explained purpose of project and components. To get views on quality of higher education, how this project can help students and teachers nationally and internationally 	<ul style="list-style-type: none"> Some A UW students brought up safety issue. Currently, the A UW campus is very safe, women can walk around wearing anything they are comfortable with (western clothes, national clothes etc), campus is guarded by female guards. However, when students leave campus to go to shop (Shwapno) at the end of the road. There are always men waiting outside to see local and international students, pass comments. Even there is a large gathering of male rickshaw-pullers which make the women uncomfortable. Therefore, the students asked if project can do something about safety in new campus (better linkages to market, better roads, more guards etc). They were also concerned if civil works will bring 	Proposed campus will be secured and boundary wall will be constructed by the campus. There are few shopping malls and markets within 100 meters of the proposed campus. Local businessmen and Chattogram Development Authority are also planning to construct markets close to the proposed campus if land is available. Project has prepared GBV and GAP for the prevention of any GBV related incidents.	During appraisal, team will conduct virtual meetings with the stakeholders and inform project updates.

Date	No. of Participants	Main points discussed	Views of Stakeholders	Action taken as a follow up of discussions with stakeholders	Confirmation of actions taken to stakeholders
			about any safety issues too.		

Chapter 3: Stakeholder Identification and Analysis

3.1 Stakeholder Identification and analysis

Stakeholder engagement process for the HEAT project has started from identification, mapping and analysis. It is anticipated that this SEP will help clarify the stakeholder identification procedure at the national level and regional level for the forthcoming stages. The following criteria, adjusted to take account of local specific conditions, are being followed for the identification of stakeholders:

Liability: Project implementation and/or on-going operations may result in legal, financial or other liabilities of the proponent to a social group, local communities;

Influence: A social group may be able to substantially influence project implementation or on-going operations;

Partnership: There are opportunities for building partnership relations between the project developer and a given social group in the framework of the project implementation or on-going operations;

Dependency: Project implementation may significantly affect a given social group, in particular, it may affect vital interests of its representatives if they are dependent on the project on-going operations in economic or financial terms;

Representation: A social group may have a right to represent interests with regard to a project or on-going operations, and this right is legitimated through legislation, custom and and/or cultural specifics;

Expressed interest: A social group and/or individual may express interest to a project or on-going operations, and this group is not necessarily directly affected by the planned or current activities

A general list of stakeholder groups identified is presented in Table 4 below. Activities wise stakeholders are provided in Annex 1.

Table 4: Potential Stakeholders Group and Interested Parties

Stakeholder group	Interest/cause in engagement
International level	
International Universities	Universities from China, India, Nepal and Afghanistan have shown interest with the exchange program. Other Universities in the region could also join as project matures.
Researchers, scientist and teachers	International Researcher, teachers may be interested with the research programs, faculty exchange programs and work as Experts for improving Pedagogy.
International Students	International Students will be interested with the exchange program and research plus undertaking undergraduate and postgraduate studies (particularly female students at AUW)
Ministry of Higher Education, Afghanistan	Legislative and executive authorities. Functions of supervision and monitoring
International development partners and NGOs	As different international universities, students, teachers and researchers will be beneficiary of this project, development partners may be interested

Stakeholder group	Interest/cause in engagement
Suppliers and vendor	Up gradation of laboratories, equipment's, construction works etc.
National level	
Administrative body of Ministry of Planning, Ministry of Finance and Ministry of Education	Legislative and executive authorities. Functions of supervision and monitoring
Bangladeshi students, teachers and researchers	Local students and researchers are interested as the project will strengthen employability of the graduates, will be able to participate in students exchange program for higher studies, opportunity to work with national and international researchers. A good number of students are interested in career service center. Teachers and researcher from different universities are also interested with the new curricula and technologies.
Secondary and Higher Education Department of MOE,	Main implementation body of the HEAT project
University Grants Commission	Will assist SHED in day to day activities of project
NGOs	Represents the interests of different interested parties and vulnerable groups
Mass media (Print and Electronic)	They are intermediaries for informing the general public about the planned activities of the project developer and for information disclosure in connection with the proposed HEAT project.
Different government Agencies like DoE, RAJUK, NHA, DESCO, DESA, WASA, CDA, CCC, CWASA, PGCB etc.	Permission from all these agencies is required during the project implementation at different stages. As project has construction activities and require utility and local government services, these groups are highly interested with this project.
Business community/entrepreneurs including different chamber of commerce and industries, Corporate bodies and MNCs	Business specific research, internship of the students, job opportunity for the students, job fair etc. and inputs for curricula development
Public, private and international universities and colleges of Bangladesh	For the activities of component 1, most of the private and public universities are interested.
Project employees and Project's vendors, suppliers, contractors, sub-contractors and labors	Different labors, contractors, sub-contractors, suppliers and vendors will be engaged with this project.
Project affected People	Faculty development building project site is yet to be confirmed. As such should there be land acquisition title, non-titled people may be affected
Medical and Health Facilities	Nearby medical and health facilities need to be informed about project activities as individuals related to project activities may need medical

Stakeholder group	Interest/cause in engagement
	help during the life cycle of the project. This is especially relevant due to the COVID-19 pandemic.
Civic and Women organizations in the area	Different women organizations in the project will be highly interested with the project as during the implementation and operational stage, there may be issues of GBV and employment of local women in the project. At AUW Public consultation meeting on 14 March 2019, some 76 entities were present that included over 10 organizations (GHASHFUL, PACE etc.) and media entities that work on Gender and GBV related issues.
IT vendors	Due to Covid-19, IT vendors need to be told to give additional support for connections to help stakeholder engagements, facilitate online classes and help with other network/connectivity issues as project activities are hugely anticipated to shift to revolve around online learning.
Human Rights Organizations	To monitor compliance of HR and labor rights during implementation stage
Local level	
Local community leaders	Represents interests of affected communities (land users, local businessmen etc.) and vulnerable groups
Local government and administrative bodies	Due to the development and construction works, local administrative permissions are required
Local land users and other local population	Potential vulnerable groups, affected communities and other interested parties living in close vicinity to the project areas
Local community people and businessmen	Project may cause direct and indirect impact on them

3.2 Stakeholder Categorization

For the purposes of effective and tailored engagement, stakeholders of the proposed project(s) can be divided into the following core categories:

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;

Other Interested Parties: Individuals/groups/entities that may not experience direct impact 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; and

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 status⁵, and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

Engagement with all identified stakeholders will help ensure the greatest possible contribution from the stakeholder parties toward the successful implementation of the project and will enable the project to draw on their pre-existing expertise, networks and agendas. It will also facilitate both the community's and institutional endorsement of the project by various parties. Access to the local knowledge and experience also becomes possible through the active involvement of stakeholders.

3.3 Affected Parties

Project will affect different stakeholders positively in different ways. Modernizing the curricula, soft and digital literacy skill, research collaboration with industries etc. will increased more job opportunities and strengthen interaction among employer, graduates and institutions. Online courses, digital library will support financially disadvantages students to graduate indifferent skill development. Including model of excellence in higher education for women, creating women friendly facilities through the project will promote women and empowerment. Student exchange program and exchange of knowledge between universities and college leaders will increase the capacities of students, teachers and employers, etc.

Beside the above-mentioned positive impacts, construction of AUW academic complex and UTTA may have some negative impacts. Affected Parties include local communities, community members and other parties including local businessmen that may be subject to direct impacts from the Project during construction of AUW campus and center of Excellence for UGC. Some small-scale constructions are expected to house fab-labs and i-labs and IQACs in the selected public and private universities. Specifically, the following individuals and groups fall within this category:

- ✓ Communities in the vicinity of the project's planned activities;
- ✓ The local population and local communes;
- ✓ Residents, business entities, and individual entrepreneurs in the project area that can benefit from the employment, training and business opportunities;
- ✓ Government officials, including Municipal Administration of the in the project area, village administrations, environmental protection authorities;
- ✓ Community-based groups and non-governmental organizations (NGOs) that represent local residents and other local interest groups, and act on their behalf; and
- ✓ Male and female labors, contractors, sub-contractors etc.
- ✓ Undergraduate and graduate students, faculty members, researchers, Think Tank and Academics, staffs at the universities, universities and entrepreneurs involved in research collaboration, MoE staffs, overseas universities in the network, students, researchers and the faculty members under exchange program etc.

⁵ 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.

Inclusion of digital technologies, up gradation of Bangladesh research and education network, modernization of curricula, collaborative research, exchange of faculty and IT system may need some time for many a group to accommodate and adjust. This includes some senior and disabled teachers, physically impaired students and researchers from home and abroad, ethnic minority students, and financially insolvent students. Poor students, who would not be able to procure personal laptops and computers, would depend on the facilities of the Universities and this may demand keeping these facilities open for easy access by the users round the clock.

Local NGOs and initiative/advocacy groups represent the considerable capacity that the project may tap for disseminating the information and raising awareness of the planned activities among the potentially affected communities in the project area. NGOs typically have well established network with the local communities, who are able to propose the most effective and culturally appropriate methods of liaising based on the local customary norms and prevailing means of communication and possess the facilitation skills that may be utilized as part of the project's consultations. In addition, NGOs may lend assistance in disseminating information about the proposed project(s) to the local communities, including in the remote areas (e.g. by placing information materials about the project in their offices, distributing the project information lists during events that they are organizing), and provide venues for the engagement activities such as focus-group discussions.

3.4 Other Interested Parties

Public and private universities in Bangladesh, teachers, students and researchers, corporate organizations, entrepreneurs would be interested with this project as it aims to support scaling up IQACs to all 153 Universities in Bangladesh through financing to establish and operationalize IQACs to the remaining universities while strengthening the existing ones. Students and faculties from Afghanistan, Nepal, India, China and other regional countries namely Bhutan, Sri Lanka etc. will be interested to reap benefit from the project as their male and female students, researchers and faculty members under exchange program would be able to undertake internship and participate in sponsored research in various national and MNCs through implementation of the project. In the process they would also be able to secure their jobs owing to practical experience in a corporate culture.

Due to major construction work, different Government and private organization including contractors, sub-contractors will have interest in this project. Moreover, RAJUK, CDA, DoE, DCC (North), CCC, DESCO/DESA, NHA and WASA will have strong regulatory influence, by providing/denying construction related clearance and continuation of environmental clearance.

Local businessmen and the inhabitants will have positive interest in the project as it would generate economic activities in the area and create jobs at the local level. The project, owing to influx of workforce at the project site and their need of daily necessities, would increase business opportunity at the local level. Local landowners would benefit from the increased price of their land owing to being co-located with AUW main campus and UTTA.

Businessmen involved with construction material (MS Rod, Cement, Sand, Bricks, other elements etc.) would be interested to have a share from the project. Transport agencies would also be part of this group.

Labor suppliers and labor leaders will also like to have a stake in the construction phase. Construction Firms will also compete to secure the project work.

Local community leaders and local administration would influence the local people in securing jobs in the project and also in the GRM. They may also negatively influence the local community for vested financial gains/interest. Local NGOs, civic organizations and the members of the print and electronic media will take positive interest in the completion of the project. Researchers, teachers and the forthcoming students will have positive interest for the timely completion of the project. The projects' stakeholders also include parties other than the directly affected communities, including:

- Residents of the other rural settlements within the project area, who can benefit from employment and training opportunities stemming from the project;
- Civil society groups and NGOs on the international, regional, national and local levels that pursue environmental, socio-economic, HR and gender related interests may be interested to have a say in the project. Organizations within this group are likely to be located outside the project's Direct Area of Influence;
- Business owners and providers of services, goods and materials within the project area that will be involved in the project's wider supply chain or may be considered for the role of project's suppliers in the future;
- Government of the Bangladesh – government officials, permitting and regulatory agencies at the national and regional levels, including environmental, technical, social protection and labor authorities.
- Mass media and associated interest groups, including local, regional and national printed and broadcasting media, digital/web-based entities, and their associations.
- International universities of China, Nepal, India and Afghanistan and the South Asian region. Also researchers, students, teachers, academicians, and experts from all over the world
- Corporate bodies, Entrepreneurs, MNCs and Business Community at large as Job providers and providing inputs in curricula development etc.
- Overseas universities in the network, undergraduate and graduate students, researchers and the faculty members under exchange program irrespective of gender

3.5 Vulnerable Groups

Inclusion of digital technologies, modern curriculum IT centers etc. in different public and private universities, may not be suitable for the old age teachers, students, physically and mentally impaired students and researchers from home and abroad. Foreign students and faculty may also face challenges mixing with a culture that is different from the cultures of their home. However, in the project Laboratories, teaching centers, UTTA and AUW academic complex etc. are being planned to be developed in a user-friendly manner for the disable students, teachers and researchers to get the best outcomes.

A significant factor in achieving inclusiveness of the engagement process is safeguarding the participation of vulnerable individuals in public consultations and other engagement forums established by the project. The vulnerability may stem from person's origin, gender, age, health condition, economic deficiency and financial insecurity, ethnicity, disadvantaged status in the community (e.g. minorities or fringe groups), dependence on other individuals or natural resources, etc.

Engagement with the vulnerable groups and individuals often require the application of specific measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and input to the overall process commensurate to those of the other stakeholders.

The local shopkeepers around the AUW Main campus Gate are likely to be disadvantaged owing to the increased movement of vehicular traffic to and from the project site though these are located outside of the AUW owned area. At a later stage, they may have to move out and reorganize their business elsewhere or to CCC developed shopping complexes outside the gate. However, their business would boom during the construction stage, as the workers would buy their daily necessities from these shops. Similarly, and as mentioned above, there might be squatters in the nearby areas of the UGC land plot and who may be disadvantaged during the construction activities of the Centre of Excellence (can only be confirmed after site selection).

Within the Project Area of Influence, the vulnerable groups may include and are not limited to the following:

- ✓ Surrounding households within the vicinity of proposed AUW campus and UTTA
- ✓ Squatters, who will be directly or indirectly affected by the project
- ✓ Impact on the livelihood of squatters including those who could be affected by land acquisition for the 'Center of Excellence' as the location is yet to be confirmed.
- ✓ School and college-going children, patients, including pregnant women, elderly Persons and individuals with physical and mental disabilities and local residents;
- ✓ Low-income family's dependent on government support;
- ✓ Students with low incomes who may have connectivity issues during disasters or pandemics
- ✓ Women-headed households or single mothers with underage children;
- ✓ LGBT minority community in the vicinity;
- ✓ The unemployed persons who may not find project related jobs.
- ✓ Physically impaired students, teachers, and researchers from home and abroad.
- ✓ Persons (either from local communities or students) from ethnic or religious minorities
- ✓ Foreign students studying in Bangladesh

- ✓ Day laborers (men and women), who could be hired from around the project site
- ✓ Petty businessmen, who make a living through a Tea Stall, selling cigarettes, fruits, vegetables etc. having temporary shanty structures;
- ✓ Physically disabled students, researchers, faculty members and other staffs working under the project.

Vulnerable groups within the communities affected by the project will be further confirmed and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

Chapter 4: Stakeholder Engagement Program

4.1 Stakeholder Engagement Methods and Tools

This chapter describes stakeholder engagement activities that will be implemented by SHED and UGC together with AUW going forward, including activities tailored to the specific project phases/developments as well as the on-going routine engagement.

Due to the nature of the activities, the project intends to utilize various methods of engagement that will be used by as part of its continuous interaction with the stakeholders. For the engagement process to be effective and meaningful, a range of various techniques need to be applied that are specifically tailored to the identified stakeholder groups. Different international universities, students, researchers are the interested stakeholders in this project and more unidentified regional and international stakeholders will be engaged in this project. Due to the unexpected COVID-19 situation, the stakeholder engagement methods may change going forward (further details given in Chapter 2). As such, various specific stakeholders are yet to be identified, methods used for consulting with statutory officials may be different from a format of liaising with the local communities, interested groups and international stakeholders.

The format of every consultation activity should meet general requirements on accessibility, i.e. should be held at venues that are easily reachable and do not require long commute, entrance fee or preliminary access authorization, cultural appropriateness (i.e. with due respect to the local customs and norms), and inclusiveness, i.e. engaging all segments of the local society, including disabled persons, the elderly, minorities, and other vulnerable individuals. If necessary, logistical assistance should be provided to enable participants from the remote areas, persons with limited physical abilities and those with insufficient financial or transportation means to attend public meetings scheduled by the project. This form of stakeholder engagement is large expected to shift to virtual methods through video conferencing.

Ensuring the participation of vulnerable individuals and groups in project consultations may require the implementation of tailored techniques. Since their vulnerable status may lead to people's diffidence and reluctance or physical incapacity to participate in large-scale community meetings, visiting such individuals/ families at their homes or holding separate small group discussions with them at an easily accessible venue is a way for the project to reach out to the groups who, under standard circumstances, are likely to be insufficiently represented at community gatherings.

4.2 Description of Engagement Methods

Various methods of engagement will be used as part of the project's interaction with the stakeholders, to ensure that different stakeholder groups are successfully reached and are involved in the process of consultation, decision-making and the development of impact management solutions.

Information that is communicated in advance of public consultations primarily includes an announcement thereof in the public media – local, regional and national, as well as the distribution of invitations and full details of the forthcoming meeting well in advance, including the agenda. In case of international stakeholders' engagement, advance invitation will be sent or be connected through social media such as

Skype, Viber, and WhatsApp etc. Due to Covid-19, tools and methods will be different-using digital technology, phone calls, or traditional methods of communication (details given in Chapter 2) It is crucial that this information is widely available, readily accessible, clearly outlined, and reaches all areas and segments of the target community. Following parameters will be used to achieve a successful stakeholder’s engagement program:

4.3 Engagement methods and tools in light of COVID-19 outbreak

With the outbreak and spread of COVID-19, people have been mandated by national or local law to exercise social distancing, and specifically to avoid public gatherings to prevent and reduce the risk of the virus transmission. Various restrictive measures have been adopted including some imposing strict restrictions on public gatherings, meetings and people’s movement, and others advising against public group events. At the same time, the general public has become increasingly aware and concerned about the risks of transmission, particularly through social interactions at large gatherings.

WHO has issued technical guidance in dealing with COVID-19, including: (i) Risk Communication and Community Engagement (RCCE) Action Plan Guidance Preparedness and Response; (ii) Risk Communication and Community engagement (RCCE) readiness and response; (iii) COVID-19 risk communication package for healthcare facilities; (iv) Getting your workplace ready for COVID-19; and (v) a guide to preventing and addressing social stigma associated with COVID-19. All these documents are available on the WHO website through the following link: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>.

Given the COVID-19 pandemic situation, managing public consultation and stakeholder engagement in the Project needs to adhere to national requirements and any updated guidance issued by WHO and the World Bank. The alternative ways of managing consultations and stakeholder engagement will be in accordance with the local applicable laws and policies, especially those related to media and communication. The suggestions set out below are subject to confirmation that they are in accordance with existing laws and regulations applying to the project.

With growing concern about the risk of virus spread, there was an urgent need to adjust the approach and methodology for continuing stakeholder consultation and engagement. Considering the importance of complying with national law requirements, below are some suggestions for stakeholder consultation amidst COVID-19 outbreak:

- Identify and review planned activities under the project requiring stakeholder engagement and public consultations.
- Assess the level of proposed direct engagement with stakeholders, including location and size of proposed gatherings, frequency of engagement, and categories of stakeholders.
- Assess the level of risks of the virus transmission for these engagements, and how restrictions that are in effect in the country / project area would affect these engagements.
- Identify project activities for which consultation/engagement is critical and cannot be postponed without having significant impact on project timelines.
- Assess the level of ICT penetration among key stakeholder groups, to identify the type of communication channels that can be effectively used in the project context.

Based on the above, specific channels of communication that will be used while conducting further stakeholder consultation and engagement activities need additional considerations. The following are some considerations while selecting channels of communication, in light of the current COVID-19 situation:

- Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings;
- If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings; If not permitted, make all reasonable efforts to conduct meetings through online channels, including WebEx, Zoom and Skype;
- Be sure that everyone involved in stakeholder planning articulate and express their understandings on social behavior and good hygiene practices, and that any stakeholder engagement events be preceded with the procedure of articulating such hygienic practices.
- Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chat groups appropriate for the purpose, based on the type and category of stakeholders;
- Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) when stakeholders do not have access to online channels or do not use them frequently. Traditional channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;
- Where direct engagement with project affected people or beneficiaries is necessary, identify channels for direct communication with each affected household via a context specific combination of email messages, mail, online platforms, dedicated phone lines with knowledgeable operators;
- Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders;
- However, in situations where none of the above means of communication are considered adequate for required consultations with stakeholders, UGC and MoE should discuss whether the project activity can be rescheduled to a later time. Where it is not possible to postpone the activity or where the postponement is likely to be for more than a few weeks, IA should consult WB Teams to obtain advice and guidance.

4.4 Advance Public Notification

Advance public notification of an upcoming consultation meeting will be given and it will be available via publicly accessible locations and channels. The primary means of notification may include mass media and the dissemination of posters/ advertisements in public places. The project keeps proof of the publication (e.g. a copy of the newspaper announcement) for the accountability and reporting purposes. Existing notice boards in the communities may be particularly useful for distributing the announcements, such as boards adjacent to the widely visited public premises like local government office (ward commissioner office/union Parishad), village markets, post offices, transport links, and offices of the local NGOs. When the notifications are placed on public boards in open air, it should be remembered that the posters are exposed to weather, may be removed by bypasses or covered by other advertisements. The project's staff will therefore maintain regular checks in order to ensure that the notifications provided on the public

boards remain in place and legible. In case of international stakeholders, notice will be given through email, phone calls, through websites etc.

4.5 Communication with project affected people and vulnerable communities

Another critical aspect of the meeting preparation process is selecting the methods of communication that reach the potential audience with lower levels of literacy or those who are not well-versed in the technical aspects of the project. Oral communication is an option that enables the information to be readily conveyed to such persons. This includes involving the selected community representatives/ village leaders/ local NGOs and initiative groups to relay up-to-date information on the project and consultation meetings to other members of the community, particularly to those in remote areas of the vicinity of the project sites of SHED and AUW campus for a larger part of the year. Moreover, due to the construction of AUW academic complex and other constructions of the project in all public-private universities, local communities, and local business might be affected as well. Advertising the project and the associated meetings could be made via announcements or television and making direct calls and through dedicated websites, social media and local FM Radio (mobile phone communication with internet facility is widely available in Bangladesh) could be adopted for reaching out to the remote audiences. The announcement of a public meeting or a hearing is made sufficiently in advance, thereby enabling participants to make necessary arrangements, and provides all relevant details, including date, time, location/venue and contact persons. The following, when adopted give dividend:

- Making available a register for comments and suggestions by any member of the affected community and general public to provide their written feedback on the contents of the presented materials. As a rule, the register is made available for the entire duration of the requisite disclosure period. Where necessary, a project representative or an appointed consultant should be made available to receive and record any verbal feedback in case some stakeholders experience a difficulty with providing comments in the written form.
- Drafting and communicating an agenda for the consultation meeting provides a clear and itemized outline of the meeting's structure, sequence, chairpersons, a range of issues that will be discussed and a format of the discussion. This gives the prospective participants an opportunity to prepare their questions and comments in advance. It is essential to allocate a sufficient amount of time for a concluding Q&A session at the end of any public meeting or a hearing to record comments and suggestions for subsequent incorporation into the project design. The recorded comments and how they have been addressed by the project become an appropriate material for inclusion in the project's regular reporting to the stakeholders.
- Knowledge and advice of the community representatives and local NGOs are invaluable to ensure that these aspects are fully observed. If deemed necessary, separate meetings and focus group discussions will be held, as described above.

An attendance list is made available at the commencement of the consultation/hearing in order to record all participants who are present at the meeting and their affiliation. Wherever possible, attendees' signatures should be obtained as a proof of their participation. Details of the attendees who were not initially on the list (e.g. those participating in place of somebody else, or general public) should be included in addition to those who have registered for the meeting in advance.

In most cases and as a general practice, the introductory initial part of the meeting or a hearing will be delivered in a format that is readily understandable to the audience of laypersons and should be free of excessive technical jargon. If necessary, preference should be given, whenever possible, to the oral and visual methods of communication (including presentations, pictorials, illustrations, graphics and animation) accompanied by hand-out materials imparting the relevant information in understandable terms rather than as text laden with technical intricacies. Where technical specifics of the project's particular activities or solutions are required to be delivered in a greater detail, it will be ensured that the information conveyed remains comprehensible to all members of the audience and that the description of complex technicalities is adapted to their level of understanding, thereby enabling productive feedback and effective discussion.

If a large audience is expected to attend a public meeting or a hearing, necessary arrangements will be made to ensure audibility and visibility of the presentation and any demonstrations involved. This includes provision of a microphone, proper illumination, projector, places allocated for the wheelchair users, etc.

Taking records of the meeting is essential both for the purposes of transparency and the accuracy of capturing public comments. At least three ways of recording may be used, including: Taking of written minutes of the meeting by a specially assigned person or a secretary; Audio recording (e.g. by means of voice recorders); and Photographing.

Questions provided in the evaluation form may cover the following aspects:

- ✓ Participant's name and affiliation (these items are not mandatory if the participant prefers to keep the form confidential)
- ✓ How did they learn about the Project and the consultation meeting?
- ✓ Are they generally in favor of the Project?
- ✓ What are their main concerns or expectations/hopes associated with the Project or the particular activity discussed at the meeting?
- ✓ Do they think the Project will bring some advantages to their community as a whole?
- ✓ Is there anything in the Project and its design solutions that they would like to change or improve?
- ✓ Do they think that the consultation meeting has been useful in understanding the specific activities of the Project, as well as associated impacts and mitigation measures? What aspects of the meeting they particularly appreciated or would recommend for improvement?

Bearing in mind that some of the participants might find completion of the evaluation form challenging due to the literacy constraints or concerns about their confidentiality, the distribution of the feedback forms should always be explained that filling the form is optional. Some persons may be willing to express their feedback verbally and in this case a member of Project staff will be allocated to take notes.

A summary description of the engagement methods and techniques that will be applied by project developer is provided in Table 5. The summary presents a variety of approaches to facilitate the processes of information provision, information feedback as well as participation and consultation. All consultation and participation approaches will be tuned with the engagement methods and tools in light of COVID-19 outbreak (section 4.3), for situations and areas as relevant.

Table 5: Methods, Tools and Techniques for Stakeholder Engagement

Method / Tool	Description and Use	Contents	Dissemination Method	Target Groups
Information Provision				
Distribution of printed public materials: leaflets, brochures, fact sheets	Used to convey information on the Project and regular updates on its progress to local, regional and national stakeholders.	Printed materials present illustrative and written information on Project activities, facilities, technologies and design solutions, as well as impact mitigation measures. Presented contents are concise and adapted to a layperson reader. Graphics and pictorials are widely used to describe technical aspects. Information may be presented both in Bangla for local and national stakeholders, and in English for international audience.	Distribution as part of consultation meetings, public hearings, discussions and meetings with stakeholders, as well as household visits in remote areas. Placement at the offices of local administrations and NGOs, libraries and other public venues. Once the project will be approved by the Bank and UGC, documents will be disclosed	Households in Project Area of Influence. Residents of AUW project area, adjacent communities of Centre of Excellence of UGC as well as wider stakeholders in Bangladesh.
Distribution of printed public materials: newsletters/ updates	A newsletter or an updated circular sent out to Project stakeholders on a regular basis to maintain awareness of the Project development.	Important highlights of Project achievements, announcements of planned activities, changes, and overall progress.	Circulation of the newsletter or update sheet with a specified frequency in the Project Area of Influence, as well as to any other stakeholders that expressed their interest in receiving these periodicals. Means of distribution – post, emailing, electronic subscription, delivery in person.	Households in Project Area of Influence. Public venues in Project Area of Influence – local administrations, communities.
Printed advertisements in the media	Inserts, announcements, press releases, short articles or feature stories in the printed media – newspapers and magazines	Notification of forthcoming public events or commencement of specific Project activities. General description of the Project and its benefits to the community.	Placement of paid information in local, regional and national printed media, including those intended for general reader and specialized audience Websites will be updated on a regular basis and advertisement	Residents in project area and public and private universities, researchers, students, teachers and all interested stakeholders

			will be published whenever required	
Radio or television entries	Short radio programs, video materials or documentary broadcast on TV.	Description of the Project, Project development updates, solutions for impact mitigation. Advance announcement of the forthcoming public events or commencement of specific Project activities.	Collaboration with media producers that operate in the region and can reach local and national audiences. Once any new program starts, these would be aired through local FM radio, national broadcasting means and BTv.	Residents in project area and public and private universities, researchers, students, teachers and all interested stakeholders
Visual presentations	Visually convey Project information to affected communities and other interested audiences.	Description of the Project and related solutions/impact management measures. Updates on Project development.	Presentations are widely used as part of the public hearings and other consultation events with various stakeholders. UGC/AUW will make use of this tool during all public consultations, FGDs and other meetings where large group of people will be gathered either to ventilate their concerns or to be informed of progress of work of new component/sub component.	Affected communities in the project area, participants of the public hearings, consultations, round tables, focus group discussions and other forums attended by Project stakeholders.
Notice boards	Displays of printed information on notice boards in public places.	Advance announcements of the forthcoming public events, commencement of specific Project activities, or changes to the scheduled process.	Printed announcements and notifications are placed in visible and easily accessible places frequented by the local public, including libraries, village cultural centers, post offices, shops, local administrations. These would be regularly updated as the simplest and most cost-effective means to educate all about the progress of the project, changes in the plan or what is in the offing.	Directly affected communities in the project area

			Notice Boards could also be used as a tool for circulation of jobs for the local population	
<p>Websites</p> <p>Use of Dedicated Website by SHED, UGC and AUW including dedicated social media platform like Twitter, Facebook, WhatsApp, etc.</p> <p>A dedicated Toll-Free Number can also be planned to answer to various queries from home and abroad at an appropriate time.</p>	<p>All the project activities, documentation, notices, project updates will be published in the project websites.</p> <p>These platforms will upload futuristic programs of UGC and AUW to woo greater participation from near and far. This will give future students, teachers and researchers alike scope to contact and have first-hand knowledge of all futuristic events of academic excellence where participation are sought from local and international students around the region and globe.</p>	All contents mentioned above will be displayed in the project websites.	<p>Through websites</p> <p>Websites would be updated on regular basis. All circulation that are communicated through other means must be included in the website so to keep it current and relevant particularly for the overseas users, students, researchers etc.</p> <p>Developing dedicated website or keeping provision of specific portal within the existing website, dedicated platform in the social media for easy access and information gathering including registration and payment of fees, when necessary.</p>	<p>For all types of stakeholders</p> <p>Wider participation and collaboration by various institutions/ universities /Think Tank from across the globe and region/by Future overseas researchers and students along with the local students and researchers.</p>
Information Feedback				
<p>Information repositories accompanied by a feedback mechanism</p>	<p>Placement of Project-related information and printed materials in dedicated/designated locations that also provide visitors and readers with an opportunity to leave their comments in a feedback register.</p>	<p>Various Project-related materials, ESMF/ESIA/SEP and other safeguard documentation, environmental and social action plans.</p>	<p>Deposition of materials in publicly available places (offices of local NGOs, local administrations, libraries) for the duration of a disclosure period or permanently. Audience is also given free access to a register for comments and suggestions. As and when new material is available, it should be kept in the repository</p>	<p>Directly affected communities in the project area and all interested stakeholders together with international stakeholders</p>

Internet/Digital Media	<p>Launch of Project website to promote various information and updates on the overall Project, impact assessment and impact management process, procurement, employment opportunities, as well as on Project's engagement activities with the public.</p> <p>Web-site should have a built-in feature that allows viewers to leave comments or ask questions about the Project.</p> <p>Website should be available in two languages – Bangla for the local and national audience, and in English for international stakeholders</p>	<p>Information about Project operator and shareholders, Project development updates, health and safety, community relations, community updates, employment and procurement, environmental and social aspects.</p>	<p>A link to the Project website should be specified on the printed materials distributed to stakeholders.</p> <p>Other on-line based platforms can also be used, such as web-conferencing, webinar presentations, web-based meetings, Internet surveys/polls etc.</p> <p>Limitation: Not all parties/stakeholders have access to the internet, especially in the remote areas and in communities.</p>	<p>Affected communities, Project stakeholders and other interested parties that have access to the internet resources.</p>
Surveys, Interviews and Questionnaires	<p>The use of public opinion surveys, interviews and questionnaires to obtain stakeholder views and to complement the statutory process of public hearings.</p>	<p>Description of the proposed Project and related solutions/impact management measures.</p> <p>Questions targeting stakeholder perception of the Project, associated impacts and benefits, concerns and suggestions.</p>	<p>Soliciting participation in surveys/interviews with specific stakeholder groups or community wide.</p> <p>Administering questionnaires as part of the household visits.</p> <p>To be conducted on need basis</p>	<p>Directly affected households in the Project Area of Influence.</p> <p>Other communities within the Project Area of Influence.</p>
Feedback & Suggestion Box	<p>A suggestion box can be used to encourage residents in the affected communities to leave written feedback and comments about the Project.</p> <p>Contents of the suggestion box should be checked by designated Project staff on a regular basis to ensure timely collection of input and response/action, as necessary.</p>	<p>Any questions, queries or concerns, especially for stakeholders that may have a difficulty expressing their views and issues during public meetings.</p>	<p>Appropriate location for a suggestion box should be selected in a safe public place to make it readily accessible for the community.</p> <p>Information about the availability of the suggestion box should be communicated as part of Project's regular interaction with local stakeholders.</p>	<p>Directly affected households in the Project Area of Influence.</p> <p>Other communities within the Project Area of Influence.</p>

			Should always be available at the project site throughout the lifecycle of the project. Feedbacks/Suggestions must be addressed regularly and actions to be circulated using appropriate means.	
Consultation & Participation				
Public hearings	Project representatives, the affected public, authorities, regulatory bodies and other stakeholders for detailed discussion on a specific activity or facility that is planned by the Project and which is subject to the statutory expert review.	Detailed information on the activity and/or facility in question, including a presentation and an interactive Questions & Answers session with the audience.	Wide and prior announcement of the public hearing and the relevant details, including notifications in local, regional and national mass media. Targeted invitations are sent out to stakeholders. Public disclosure of Project materials and associated impact assessment documentation in advance of the hearing. Viewers/readers of the materials are also given free access to a register of comments and suggestions that is made available during the disclosure period. Public hearing must be arranged as and when required. Leaving aside the construction related work, rest of the project work is primarily academic and may not be useful for public hearing but useful for the relevant stakeholders. Public hearing must the relevant and address specific components and subcomponents	Directly affected communities in the Project Area of Influence. Other communities within the Project Area of Influence. Residents of in the Project Area of Influence

Household visits	Household-level visits can be conducted to supplement the statutory process of public hearings, particularly to solicit feedback from community members and vulnerable persons who may be unable to attend the formal hearing events.	Description of the Project and related solutions/impact management measures. Any questions, queries or concerns, especially for stakeholders that may have a difficulty expressing their views and issues during formal community-wide meetings.	Project's designated staff should conduct visits with a specified periodicity. Limitation: logistical challenges in reaching households in remote locations.	Directly affected in the Project Area of Influence.
Focus Group Discussions (FGD) and Round Table Workshops	Used to facilitate discussion on Project's specific issues that merit collective examination with various groups of stakeholders. Specifically, on Pedagogy, curricula development, research collaboration, seminar, workshop, Women empowerment, Measures against GBV at the workplace etc.	Project's specific activities and plans, design solutions and impact mitigation/management measures that require detailed discussion with affected stakeholders. Invitation for FGD to be uploaded in the relevant website, through exchange of Letter of Interest, and inviting students, faculty and researchers from home and abroad to attend in the FGD.	Announcements of the forthcoming meetings are widely circulated to participants in advance. Targeted invitations are sent out to stakeholders. To be arranged as and when relevant Dissemination of the outcome of the FGD to be uploaded in the relevant website and its reflection would also be made conspicuous in the curricula, and other linked platforms.	Directly affected households in the Project Area of Influence, youth, elderly, women, and other vulnerable groups. National and international students, researchers and faculty members in the network
Information centers and field offices	Project's designated venue for depositing Project-related information that also offers open hours to the community and other members of the public, with Project staff available to respond to queries or provide clarifications.	Project-related materials. Any issues that are of interest or concern to the local communities and other stakeholders.	Information about the info center or a field office with open hours for the public, together with contact details, is provided on the Project's printed materials distributed to stakeholders, as well as during public meetings and household visits.	Directly affected communities in the Project Area of Influence and any other stakeholders and interested parties.
Site Tours	Visits to Project Site and facilities organized for local communities, authorities and the media to demonstrate Project solutions. Visitors are accompanied by the Project's staff and specialists to	Demonstration of specific examples of Project's design solutions and approaches to managing impacts.	Targeted invitations distributed to selected audience offering an opportunity to participate in a visit to the Project Site. Limitation: possible safety restrictions on the site access	Local communities within the Project Area of Influence. Elected officials. Media groups. NGOs and other initiative groups.

	cover various aspects and to address questions arising from the public during the tour.		during active construction works. To be conducted periodically to monitor the progress of the project or certain specific component/ subcomponent	
Virtual Consultations and Telephone Calls during COVID-19	FGDs and even KIIs were done through phone and laptops using WEBEX, ZOOM, WhatsApp, Viber	Any questions, queries or concerns, especially for stakeholders that may have a difficulty expressing their views and issues during formal meetings	Once the project will be approved by the Bank and UGC, documents will be disclosed	Students, teachers, entrepreneurs

4.6 Description of Information Disclosure Methods

As a standard practice, the Project materials (ESMF, ESMP, SEP, RPF or RAP) released for disclosure are accompanied by making available the registers of comments and suggestions from the public that are subsequently documented by the PIU/PMU in a formal manner. PIU and PMU will continue applying the similar approach to disclosure for any additional E&S appraisal materials that will be prepared as part of the project development.

The ESMF, ESIA, and SEP in Bangla, and English will be made available for public review for the period of 60 days in accordance with the World Bank and standard international requirements. Subject to the disclosure will also this Stakeholder Engagement Plan. The SEP will be released in the public domain simultaneously with the ESMF and ESMP reports and will be available for stakeholder review during the same period of time, i.e. 60 days.

Distribution of the disclosure materials will be through making them available at venues and locations frequented by the community and places to which public have unhindered access.

Free printed copies of the ESMF/ESMPs and the SEP in Bangla and English will be made accessible for the general public at the following locations:

- ✓ The Project office in Dhaka;
- ✓ All interested public and private universities;
- ✓ AUW Temporary Campus at MM Ali Road, and Project office at Dakshin Pahartali in Chattogram
- ✓ Regional and Local administrations affecting the Project site
- ✓ Other designated public locations to ensure wide dissemination of the materials.

Electronic copies of the ESMF, ESMP, RPF, RAP (if required) and SEP will be placed on the project website. This will allow stakeholders with access to Internet to view information about the planned development and to initiate their involvement in the public consultation process. The website will be equipped with an on-line feedback feature that will enable readers to leave their comments in relation to the disclosed materials.

The mechanisms which will be used for facilitating input from stakeholders will include press releases and announcements in the media, notifications of the aforementioned disclosed materials to local, regional and national NGOs as well as other interested parties.

PIC, UGC is responsible to ensure that all E&S documents are disclosed to the UGC, AUW and selected colleges and universities websites. Hard copies of the E&S documents will be available at project and relevant stakeholders' offices.

4.7 Timetable for Disclosure

The SEP and other E&S documents will be disclosed for public review and comments before the the project is placed for the World Bank appraisal. The disclosure process associated with the release of project E&S appraisal documentation, as well as the accompanying SEP will be implemented within the following timeframe:

- Placement of the ESMF (including ESMP and RPF), and SEP in public domain – Dates to be confirmed by PMU (When not functional, PIU)
- 60-day disclosure period – Dates to be confirmed by PIU and PMU
- Public consultation meetings in project affected communities and with other stakeholders to present and discuss findings of the ESMF and measures proposed in the ESMP - Dates to be confirmed by PIU and PMU.
- Addressing stakeholder feedback received on the entire disclosure package - Dates to be confirmed by PIU and PMU.

The SEP will remain in the public domain for the entire period of project development and will be updated on a regular basis as the project progresses through its various phases, in order to ensure timely identification of any new stakeholders and interested parties and their involvement in the process of collaboration with the project. The methods of engagement will also be revised periodically to maintain their effectiveness and relevance to the project’s evolving environment.

The outline presented in the table below summarizes the main stakeholders of the project, types of information to be shared with stakeholder groups, as well as specific means of communication and methods of notification. Table 6 below provides a description of recommended stakeholder engagement and disclosure methods recommended to be implemented during stakeholder engagement process. However, in situations and areas with COVID-19 infections, all consultation and participation approaches will be tuned with the engagement methods and tools in light of COVID-19 outbreak (section 4.3).

Table 6: Stakeholder Engagement and Disclosure Methods

Stakeholder Group	Project Information Shared	Means of communication/ disclosure
Local population in the Project Area of Influence	International ESMF, ESAP/ESMP, and SEP; Public Grievance Procedure; Regular updates on Project development.	Public notices. Electronic publications (in Bangla and English) and press releases on the Project website. Dissemination of hard copies (in Bangla and English) at designated public locations. Press releases in the local media. Consultation meetings. Information leaflets and brochures (in Bangla and English). Separate focus group meetings with vulnerable groups, as appropriate.
Non-governmental and community-based organizations	ESMF, ESMP, RFP, RAP (if triggered), and Stakeholder Engagement Plan; Public Grievance Procedure; Regular updates on Project development.	Public notices (in Bangla and English); Consultation meetings. Electronic publications and press releases on the project website. Dissemination of hard copies at designated public locations. Press releases in the local media (in Bangla and English). Information leaflets and brochures (in Bangla and English)
Government authorities and agencies	ESMF, ESMP, Executive Summary, and SEP; Regular updates on Project development; Additional types of Project's information if required for the purposes of regulation and permitting.	Dissemination of hard copies of the ESMF, ESMP, RFP package, and SEP at municipal administrations. Project status reports. Meetings and round tables.
Related businesses and enterprises	SEP; Public Grievance Procedure; Updates on Project development and tender/procurement announcements.	Electronic publications and press releases on the Project website. Information leaflets and brochures. Procurement notifications.
Project Employees	Employee Grievance Procedure; Updates on Project development.	Staff handbook; Regular meetings with the staff; Reports, leaflets. Email updates covering the Project staff and personnel. Posts on information boards in the offices and on site.

4.8 Planned stakeholder engagement activities

Stakeholder engagement activities will need to provide stakeholder groups with relevant information and opportunities to voice their views on issues that matter to them. Table 7 presents the stakeholder engagement activities PIU and PMU will undertake for their project(s). The activity types and their frequency are adapted to the three main project stages: project preparation (including design, procurement of contractors and supplies), construction, and operation and maintenance.

Table 7: Stakeholder Engagement Activities

Stage	Target stakeholders	Topic(s) of engagement	Method(s) used	Location/frequency	Responsibilities
Stage 1: Project preparation (Project design, Scoping, Resettlement Planning,	Project Affected People: People potentially affected by land acquisition, when triggered People residing in project area Vulnerable households	ESMF, ESI, RPF, SEP, RAP (if triggered) disclosures Land acquisition process Assistance in gathering official documents for authorized land uses Compensation rates, methodology Compensation packages Project scope and rationale Project E&S principles Resettlement and livelihood restoration options Grievance mechanism process	Public meetings, separate meetings for women and vulnerable Face-to-face meetings Mass/social media communication (as needed) Disclosure of written information: brochures, posters, flyers, website Information boards or desks Grievance mechanism Local news paper The following modes to be adopted specifically for the vulnerable groups:	In Chattogram for disclosure of Drafts ESMF, ESIA, SEP, RAP (if triggered) At the beginning of construction that would affect the area Continuous communication through mass/social media and routine interactions Throughout RAP development as needed	AUW, UGC Specialists responsible for land acquisition -Safeguard consultants

			<ul style="list-style-type: none"> • Robust engagement with local community-based organizations. • The project would arrange separate consultation sessions for different target groups • Resources allocation towards local administration representatives and councilors. • Provision of transportation or transportation cost particularly for the disabled, marginalized and the elderly ones including women • More information dissemination through the local FM radio, when available • Engagement of local NGO's and CBO's who work with vulnerable people at the community level to help disseminate information and organize consultations • Separate consultation with men and women to be arranged • Manageable and gendered FGD to be arranged so that women can speak freely • The project must have adequate means to reach the disabled ones in the 		
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			<p>community. If need be, teams must visit the disabled ones in their habitat</p> <ul style="list-style-type: none"> Information may be printed in Braille to allow the blind ones to have access to the project details 		
Other Interested Parties (External)	<p>ESMF, ESMP, RPF, SEP, RAP disclosures Land acquisition process Identification of land plots and uses Resettlement and livelihood restoration options (if needed) Project scope, rationale and E&S principles Grievance mechanism process</p>	<p>Face-to-face meetings Joint public/community meetings with PAPs</p>	<p>Throughout RAP development as needed Project launch meetings at UGC and AUW Quarterly meetings in affected villages and affected communities Disclosure meetings in local, national and international level</p>	<p>E&S Team & management AUW and UGC Specialists responsible for land acquisition, when needed RAP consultant Ministry of Higher education, Afghanistan</p>	
Other Interested Parties (Internal) Press and media NGOs Businesses and business organizations Workers' organizations Academic institutions National Government Ministries	<p>ESMF, ESMP, RPF, SEP, RAP disclosures Grievance mechanism Project scope, rationale and E&S principles</p>	<p>Public meetings, trainings/workshops (separate meetings specifically for women and vulnerable as needed) Mass/social media communication Disclosure of written information: Brochures, posters, flyers, website Information boards Grievance mechanism Notice board for employment recruitment</p>	<p>Project launch meetings with relevant stakeholders at AUW and UGC Meetings in affected locations/ villages and local communities as needed</p>	<p>BGMEA, various Chambers of Commerce, different business entrepreneurs, AUW and UGC, Consultants contractors</p>	

	Different Government Departments General public, tourists, jobseekers			Communication through mass/social media (as needed) Information desks with brochures/posters in affected villages (continuous)	
	Other Interested Parties (External) Other Government Departments from which permissions/clearances are required; Other project developers, donors	Legal compliance issues Project information scope and rationale and E&S principles Coordination activities Land acquisition process Grievance mechanism process ESMF/ESMP/RPF/SEP disclosures	Face-to-face meetings Invitations to public/community meetings Submission of required reports	Disclosure meetings Reports as required	E&S Team & management AUW and UGC Specialists responsible for land acquisition RAP consultant Ministry of Higher education, Afghanistan
	Other Interested Parties (Internal) Supervision Consultants Supervision contractors, sub-contractors, service providers, suppliers, and their workers	Project information: scope and rationale and E&S principles Training ESMF/ESMP requirements and other management plans Grievance mechanism process E&S requirements Feedback on consultant/contractor reports	Face-to-face meetings Trainings/workshops Invitations to public/community meetings	As needed	E&S Team & management AUW and UGC Specialists responsible for land acquisition RAP consultant Ministry of Higher education, Afghanistan

STAGE 2: Construction and mobilization activities	<p>Project Affected People People potentially affected by land acquisition People residing in project area Vulnerable households</p>	<p>Grievance mechanism Health and safety impacts (EMF, community H&S, community concerns) Employment opportunities Project status</p>	<p>Public meetings, open houses, trainings/workshops; Separate meetings as needed for women and vulnerable; Individual outreach to PAPs as needed; Disclosure of written information: brochures, posters, flyers, website Information boards in AUW and UGC Notice board(s) at construction sites, Grievance mechanism and as guided with ESF documents mainly RPF and ESMF.</p>	<p>Quarterly meetings during construction seasons Communication through mass/social media as needed Notice boards updated weekly Routine interactions Brochures in local offices</p>	<p>E&S Team & management AUW and UGC Specialists responsible for land acquisition RAP consultant Ministry of Higher education, Afghanistan</p>
	<p>Other Interested Parties (External) Governmental committees for land use and compensation (MBC) representatives in villages</p>	<p>Project scope, rationale and E&S principles Grievance mechanism Project status World Bank compensation requirements</p>	<p>Face-to-face meetings Joint public/community meetings with PAPs</p>	<p>As needed (monthly during construction season)</p>	<p>E&S Team & management SHED, AUW and UGC Specialists responsible for land acquisition RAP consultant Ministry of Higher education, Afghanistan</p>
	<p>Other Interested Parties (External) Press and media NGOs Businesses and business organizations Workers' organizations Academic institutions</p>	<p>Project information - scope and rationale and E&S principles Project status Health and safety impacts Employment opportunities Environmental concerns Grievance mechanism process</p>	<p>Public meetings, open houses, trainings/workshops Disclosure of written information: brochures, posters, flyers, website, Information boards Notice board(s) at construction sites Grievance mechanism</p>	<p>Same as for PAPs</p>	<p>E&S Team & management SHED, AUW and UGC Specialists responsible for land acquisition when triggered RAP consultant</p>

	National Government Ministries Various Government Departments General public, tourists, jobseekers				Ministry of Higher education, Afghanistan
	Other Interested Parties (Internal) Other UGC and AUW staff Supervision Consultants Contractor, sub-contractors, service providers, suppliers and their workers	Project information: scope and rationale and E&S principles Training on ESMF/ESMP requirements and other sub-management plans Worker grievance mechanism	Face-to-face meetings Trainings/workshops Invitations to public/community meetings	Daily, as needed	E&S Team & management SHED, AUW and UGC Specialists responsible for land acquisition when triggered RAP consultant Ministry of Higher education, Afghanistan
STAGE 3: Operation of Academic Curricula in	Project Affected People: People residing in project area Vulnerable households	Satisfaction with engagement activities and GRM Grievance mechanism process Damage claim process	Outreach to individual PAPs AUW and UGC websites website Grievance mechanism AUW and UGC newsletter The following modes to be adopted specifically for the vulnerable households:	Outreach as needed Meetings in affected people and villages (as needed/requested) Monthly (newsletter)	E&S Team & management AUW and UGC Specialists responsible for land acquisition RAP consultant

		<ul style="list-style-type: none"> • Robust engagement with local community-based organizations. • The project would arrange separate consultation sessions for different target groups • Resources allocation towards local administration representatives and councilors. • Provision of transportation or transportation cost particularly for the disabled, marginalized and the elderly ones including women • More information dissemination through the local FM radio, when available • Engagement of local NGO's and CBO's who work with vulnerable people at the community level to help disseminate information and organize consultations • Separate consultation with men and women to be arranged • Manageable and gendered FGD to be arranged so that women can speak freely • The project must have adequate means to reach the disabled ones in the 		
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		<p>community. If need be, teams must visit the disabled ones in their habitat</p> <ul style="list-style-type: none"> Information may be printed in Braille to allow the blind ones to have access to the project details 		
<p>SHED, UGC, AUW, Faculty Members, national and international Graduate and Under graduate students including female participants, researchers, think tank, Universities within UGC and AUW network globally and within the region; Entrepreneurs and Business Houses providing jobs, and suppliers and contractors including labor force employed by the contractors</p>	<p>Transforming Higher Education in Bangladesh through: 1) Enhancing employability skills of university students; 2) Advanced Research, Innovation and Entrepreneurship; 3) Strengthening faculty Professional Development; 4) Boosting education technologies for service Delivery in Higher Education and Enhanced Quality Assurance at the Universities</p>	<p>FGD, Seminars, workshop, Content Analysis, Research Collaboration, promoting Advanced Research with Industry Collaboration, Teachers' Exchange Program, Enriching UGC Digital Library, establishing innovation and entrepreneurship support facilities, acquiring Plagiarism screening system at Universities and arranging IQACs in all universities in Bangladesh</p>	<p>As deemed necessary by SHED and UGC</p>	<p>SHED, UGC and AUW</p>

<p>MoE, UGC, AUW, Bangladesh Accreditation Council, Higher Education Commission</p>	<p>Strengthening Higher Education Management through: 1) Operationalizing University Program Accreditation under BAC; 2) Performance Based Financing of Public Universities; 3) Key Policy Reform in Higher Education Management and Governance</p>	<p>Case Studies from Reputed Universities, Documentary Evidences, Elite Interviews, FGD, Seminars, workshop, and Participant Observation</p>	<p>As deemed necessary</p>	<p>MoE, UGC, AUW</p>
<p>Other Interested Parties (External) Press and media NGOs Businesses and business organizations Workers' organizations Academic institutions Local Government Departments General public, tourists</p>	<p>Grievance mechanism process Issues of concern Status and compliance reports</p>	<p>Grievance mechanism AUW and UGC websites website Face-to-face meetings Submission of reports as required</p>	<p>As and when required</p>	<p>Specialists responsible for land acquisition</p>

Chapter 5: Grievance Redress Mechanism

5.1 Grievance Redress Mechanism

Project-affected-people for the construction activities in the HEAT project and any other stakeholder may submit comments or complaints at any time by using the project's Grievance Redress Mechanism (GRM). The overall objectives of the GRM are to:

- Provide a transparent process for timely identification and resolution of issues affecting the project and people, including issues related to the environmental impact, resettlement and compensation program.
- Strengthen accountability to beneficiaries, including project affected people.
- Compensation payment,
- Failure to fulfill commitments,
- Poor management of construction activities,
- Accidents due to inappropriate planning of vehicle movement,
- Cultural conflicts between migrant workers and local communities,
- Disturbance due to excessive noise or other nuisance during construction or operation to unfair treatment of workers or unsafe working conditions.
- GBV and gender issues
- Complain on labor influx
- Complain or comment from different public, private and international universities
- Complain, comments or suggestions from students, teachers, researchers, business entrepreneurs etc.

The GRM will be accessible to all Internal, external, regional and international stakeholders, including affected people, community members, civil society, media, vulnerable people and other interested parties. External stakeholders including international and regional can use the GRM to submit complaints, feedback, queries, suggestions, or even compliments related to the overall management and implementation of the HEAT project. The GRM is intended to address issues and complaints in an efficient, timely, and cost-effective manner. A separate mechanism will be available labor working under contractors and sub- contractors with LMP. Another separate GRM will be set up for GBV response, further detailed in section 5.4.

MoE/SHED has existing well-functioning GRM which will be linked with the project GRM once the client's websites will be updated. A separate budget for website updating is kept with Table 12.

During COVID-19, if grievances are raised, there will be various options to submit grievances through mediums such as websites, emails, phones and other appropriate communication methods, which will be recorded and dealt with accordingly. A training program will be arranged with different stakeholders on how to raise grievances during this pandemic.

5.2 Grievance Redress Committees (GRC)

Grievance redress committees (GRC) will be formed to receive and resolve complaints as well as grievances from aggrieved persons from the local stakeholders including the project-affected persons.

Based on consensus, the procedure will help to resolve issues/conflicts amicably and quickly, saving the aggrieved persons from having to resort to expensive, time-consuming legal actions. The procedure will, however, not pre-empt a person’s right to go to the courts of law.

5.3 Composition of GRC

The Grievance Redress Committees (GRCs) will be established at three levels: (i) Local Level (ii) Project level and (iii) Ministry Level.

5.3.1 Composition of Local Level GRC

All the sub-project/local level complaints will be received at the relevant institution or University level where head of relevant institute or his/her designated official will be the convener of the sub-project level committee. This local GRC will ensure easy accessibility by the PAPs, local communities and interested stakeholders, so that any grievances can be solved directly or within a very short period of time. All cases at the sub-project level complains will be heard within two weeks of their receipt.

Table 8: GRC membership at local level

Representatives from respective universities at the rank of Associate Professor or above	Convener
Representative of the Implementing consulting firm	Member Secretary
Representative from concerned local government	Member
Representative of the affected people – Member Woman representative of affected people in case of women aggrieved persons	Member
Field level Safeguard Specialist	Member

5.3.2 Composition of project level GRC

If the resolution attempt at the sub-project/local level fails, the GRC will refer the complaint with the minutes of the hearings of the local GRC to project level for further review. With active assistance from the safeguard specialist of implementation support unit, the committee will make a decision and communicate it to the concerned GRC. The PIC will make periodic visit to the subproject sites, interact with the communities and affected persons, and pick up issues of concerns, complaints and suggestions to register with the GRM books. The decisions on unresolved cases will be communicated to the GRC within one week of the complaint receipt. PD will be the convener, and safeguard specialist will be the member secretary of the Project level GRC.

The members of the project level GRC will be given below Table 9

Table 9: GRC membership at project level

1. Project Director (PD)	Convener
2. Safeguard Specialist at PIC	Member-Secretary
3. Representative from respective areas local government	Member
4. Representative from respective areas Local Women’s Group	Member
5. Representative from respective areas PAP Group	Member

The membership of the GRCs will ensure proper presentation of complaints and grievances as well as impartial hearings and investigations, and transparent resolutions. Where grievances are among the affected persons, the membership composition of the GRCs will take into account any traditional conflict resolution arrangements that communities may practice. If the aggrieved person is a female, UGC will ask the concerned female UP Member or Municipal Ward Councilor to participate in the hearings. All cases at the project level will be heard within four weeks of their receipt. Grievances received through any channel will be registered and a notification of receipt with assurance of necessary review and resolution given in writing to the aggrieved persons.

5.3.3 Composition at ministry level GRC

If a decision at project level is again found unacceptable by the aggrieved person(s), UGC can refer the case to the ministry level GRC or PSC level with the minutes of the hearings at local and project levels. All the unsolved cases At the PSC level, decisions on unresolved cases, if any, will be made in no more than four weeks by an official designated by the Secretary, MoE.

Table 10: GRC membership at ministry level

1. Secretary of the SHED/MoE	Convener
2. Projec director (PD)	Member-Secretary
2. Safeguard/communication Specialist	Member
3. Social Safeguard specialist	Member
4. Gender and GBV Specialist	Member
5.. External Monitor	Member

A decision agreed with the aggrieved person(s) at any level of hearing will be binding upon UGC. There will be budgetary allocation for local, project and ministry committee members for participating meetings and refreshments during meeting. To ensure that grievance redress decisions are made in formal hearings and in a transparent manner, the Convener will apply the following guidelines:

- Reject a grievance redress application with any recommendations written on it by a GRC member or others such as politicians and other influential persons.
- Remove a recommendation by any person that may separately accompany the grievance redress application.
- Disqualify a GRC member who has made a recommendation on the application or separately before the formal hearing: Where a GRC member is removed, appoint another person in consultation with the Project Director.
- The Convener will also ensure strict adherence to the impact mitigation policies and guidelines adopted in this RPF and the mitigation standards, such as compensation rates established through market price surveys.

The affected persons and their communities will be informed of the project’s grievance redress mechanism in open meetings at important locations and in PAP group meetings. Bangla translations of the RPF in the form of information brochures will be distributed among the affected persons. The PAPs will also be briefed on the scope of the GRC, the procedure for lodging grievances cases and the procedure of grievance resolution at the project level.

To ensure impartiality and transparency, hearings on complaints will remain open to the public. The GRCs will record the details of the complaints and their resolution in a register, including intake details, resolution process and the closing procedures. SHED-UGC, AUW and other universities will maintain the following three Grievance Registers:

Intake Register: (1) Case number, (2) Date of receipt, (3) Name of complainant, (4) Gender, (5) Father or husband, (6) Complete address, (7) Main objection (loss of land/property or entitlements), (8) Complainants' story and expectation with evidence, and (8) Previous records of similar grievances.

Resolution Register: (1) Serial no., (2) Case no., (3) Name of complainant, (4) Complainant's story and expectation, (5) Date of hearing, (6) Date of field investigation (if any), (7) Results of hearing and field investigation, (8) Decision of GRC, (9) Progress (pending, solved), and (10) Agreements or commitments.

Closing Register: (1) Serial no., (2) Case no., (3) Name of complainant, (4) Decisions and response to complainants, (5) Mode and medium of communication, (6) Date of closing, (7) Confirmation of complainants' satisfaction, and (8) Management actions to avoid recurrence.

If AP's are not satisfied with the resolution, can appeal to UGC for further investigation. Even if the case is not resolved with UGC, can appeal to court according to the law of the land.

Grievance resolution will be a continuous process in project level activities and implementation of those. The PIC will keep records of all resolved and unresolved complaints and grievances (one file for each case record) and make them available for review as and when asked for by Bank and any other interested persons/entities. The PIC also prepares periodic reports on the grievance resolution process and publish these on the UGC website.

The UGC intends to strengthen the GRM through information and communication technology to ensure that all complaints including those of sexual exploitation and abuse are immediately reported to the Government. There will be a separate GRM for GBV. UGC will integrate the GRM on a web-based dashboard, to adequately and promptly address any potential grievance related to Gender Based Violence and SEA. The complaints registered in this system will be managed by a dedicated administrator that will liaise immediately any GBV and SEA complaints with the contractors, consultant and UGC/PIC for immediate measures. If the GRM receives a case on sexual exploitation and abuse related to the project, it will be recorded, and the complainant will be referred to the relevant assistance, if needed, for referral to any other service providers. The first cut of mapping of GBV service providers focused exclusively on services that respond to gender-based violence in Bangladesh is conducted by the World Bank. The mapping includes nation-wide a total of 135 service providers, within which around 50 SPs are based in the Chattogram division. Taking the existing list as a starting point, the MoE-UGC carry out in-depth mapping in the specific project sites, including quality assessment of services in the future. Based on the equality assessment and consultation with relevant stakeholders, one or two service providers will be shortlisted for onboard, upon discussion between Bank and MoE-UGC. The supervision consultant will keep the information confidential to protect privacy of GBV and SEA complainants. In cases, where the perpetrator(s) is linked to project activities then the contractor will take appropriate actions as per the Code of Conduct signed by the particular person and under the effective law in Bangladesh. UGC will report activities and outcomes of GBV and SEA surveillance and management to the World Bank on a regular basis. For further details, please see refer to the GBV and Gender Action Plan (GAP) under preparation. A separate GRM for the labors is proposed with Labor Management Procedures.

To ensure that grievance redress decisions are made in formal hearings and in a transparent manner, the Convener will apply the following guidelines:

- i. A standard application format will be used for receiving grievances which will be available at the office of NGO /Consulting firm. This application format would be concurred by the PD.
- ii. Reject a grievance redress application with any recommendations written on it by a GRC member or others such as politicians and other influential persons.
- iii. Remove a recommendation by any person that may separately accompany the grievance redress application.
- iv. Disqualify a GRC member who has made a recommendation on the application separately before the formal hearing.
- v. Where a GRC member is removed, appoint another person in consultation with the Project Director.
- vi. The Convener will also ensure strict adherence to the impact mitigation policies and guidelines adopted in this RAP and the mitigation standards, such as compensation rates established through market price surveys.

The following steps will be followed for the successful implementation of GRM.

- **Step 1:** Project stakeholders will be able to provide feedback and report/record complaints through several channels: in person at offices (LGI, jamaat, project office, AUW, and UGC offices) and at project sites, and by mail, telephone, and email.
- **Step 2:** Complaints and feedback will be compiled by the secretary in each level and recorded in a register. He or she will place the grievances to the committee and the complained person with the goal to resolve complaints within 15 days of receipt.
- **Step 3:** Within seven (7) days of the date a complaint is submitted; the responsible person will communicate with the complainant and provide information on the likely course of action and the anticipated timeframe for resolution of the complaint. If complaints are not resolved within 15 days, the responsible person will provide an update about the status of the complaint/question to the complainant and again provide an estimate of how long it will take to resolve the issue.
- **Step 4:** This step involves gathering information about the grievance to determine the facts surrounding the issue and verifying the complaint's validity, and then developing a proposed resolution. Depending on the nature of the complaint, the process can include site visits, document reviews, a meeting with the complainant (if known and willing to engage), and meetings with others (both those associated with the project and outside) who may have knowledge or can otherwise help resolve the issue. It is expected that many or most grievances would be resolved at this stage. All activities taken during this and the other steps will be fully documented, and any resolution logged in the register.
- **Step 5:** This step involves informing those to submit complaints, feedback, and questions about how issues were resolved, or providing answers to questions. Whenever possible, complainants should be informed of the proposed resolution in person. If the complainant is

not satisfied with the resolution, he or she will be informed of further options, which would include pursuing remedies through the World Bank, as described below. Data on grievances and/or original grievance logs will be made available to World Bank missions on request, and summaries of grievances and resolutions will be included in periodic reports to the World Bank.

If a person who submits a grievance is not satisfied with the resolution at the first or second tiers, he or she may request it be elevated to the next tier. If they are not satisfied with the ultimate resolution, they may pursue legal remedies in court or pursue other avenues. Throughout the entire process, UGC will maintain detailed record of all deliberations, investigations, findings, and actions, and will maintain a summary log that tracks the overall process.

5.4 Addressing Gender-Based Violence (GBV) at the Project sites

The project will support the promotion of tertiary education, research facilities and infrastructural development at local level and promote collaboration on higher education and research at regional level. The project may also support refurbishment and upgradation of infrastructure of a few tertiary higher education institutions in Dhaka and other unidentified locations. Due to the potential safety issues associated with construction activities, including labor influx and their exposure to women in the project area as the result of the establishment of the AUW academic complex and UTTA and the relevant activities, addressing and mitigating GBV issues at the project site is crucial.

Based on the findings of Bangladesh Bureau of Statistics (2015), about 76% of female students face different forms of sexual violence during their higher education at their institutions where only 2.6% of them report these matters of sexual abuse. The risks include inappropriate, unsocial and criminal behavior, such as sexual harassment of women and girls, exploitative sexual relations, human trafficking whereby women and girls are forced into sex work and eliciting sexual relations with minors from the local community, which requires specific addressing and mitigation measures.

5.4.1 GBV due to major civil works and labor influx

Major civil works are likely to aggravate the risk of GBV in both public and private spaces in the form of Sexual Exploitation and Abuse (SEA) and Workplace Sexual Harassment (SH) by a range of perpetrators in different ways. To confirm if an act of violence is an act of GBV, the LITMUS Test is: whether the act reflects and/or reinforces unequal power relations between males and females. Many, but not all forms of GBV are criminal acts in national laws and policies. Manifestations of GBV include, but are not limited to:

- Physical violence (such as slapping, kicking, hitting, or the use of weapons);
- Emotional abuse (such as systematic humiliation, controlling behavior, degrading treatment, insults, and threats);
- Sexual violence, which includes any form of non-consensual sexual contact, including rape;
- Early/forced marriage, which is the marriage of an individual against her or his will often occurring before the age of 18, also referred to as child marriage;
- Economic abuse and the denial of resources, services, and opportunities (such as restricting access to financial, health, educational, or other resources with the purpose of controlling or

- subjugating a person); and
- Intimate Partner Violence perpetrated by a former or current partner, includes a range of acts of violence.

GBV at the major construction sites under IPF may have either one or other forms as mentioned below:

- Both the Projects (UGC and AUW) demand large influx of workers. This is likely to increase the demand for sex work.
- Forced early marriage in the local community may occur where marriage to an employed man is seen as the best livelihood strategy for an adolescent girl.
- Higher wages for workers in the local community can lead to an increase in transactional sex including incidents of sex between laborers and minors.
- Major civil work projects cause shifts in power dynamics between community members and within households. Male jealousy, a key driver of GBV, can be triggered by labor influx on a project when workers are believed to be interacting with community women, or community women are getting better wages than their male members of the family. This may lead to abusive behavior within the homes of those affected by the project.
- Job opportunities of local women and girls are generally limited. However, with a major civil work in the neighborhood, they may avail job opportunities in the project area and as a result be victims of SEA and workplace SH.

5.4.2 GBV due to other project stakeholders

The possibility of GBV/SEA/SH extends amongst other stakeholders of the project such as teachers, non-teaching staff and peer-to-peer. Per the Education Good Practice Note, project actors⁶ include: (a) *direct workers*: people employed or engaged directly by the Borrower (including the project proponent and the project implementing agencies) to work specifically in relation to the project (e.g., teachers employed or engaged by the government including civil servants and contract or part-time teachers, school administrators, guards, janitors, etc.);⁷ (b) *contracted workers*: people employed or engaged through third parties (contractors, subcontractors, brokers, agents or intermediaries) to perform work related to core functions of the project, regardless of location (cafeteria staff, cleaning company, school construction, etc.); (c) *primary supply workers*: people employed or engaged by the Borrower’s primary suppliers (e.g., vendors bringing cafeteria supplies to the school, or delivering books to the school); and (d) *community workers*: people employed or engaged in providing community labor such as voluntary services or participation in project activities and processes. As such, GBV/SEA/SH amongst these actors include:

Sexual Exploitation

- A teacher/school administrator/janitor asks a student for sexual favor in exchange for good grades/other benefits inside and outside the school

⁶ Based on ESF definition of “project workers”.

⁷ It is important to note that in some instances – this determination is not clear-cut. For example, if a project supports teacher training, teachers could be considered *project beneficiaries*. If the same project also includes an activity which supports classroom learning – these same teachers may be considered *project actors*. The application of the term *project actor* for purposes of this note/assessment requires some flexibility with consideration of the power dynamics which exist within/or are exacerbated by the project.

- An administrator threatens to deny/or denies a student admission to school, unless the student does him/her sexual favors
- An administrator asks for sexual favor to a teacher as a condition of tenure/promotion
- A driver of school-supported transportation asks a child/child for sex
- A boy or boys (student) sexually exploit(s) a girl student (or vice versa) in and around a school in exchange for social respect or honor
- A vocational skills training teacher asks for exchange of sex over training certification to the beneficiary

Sexual Abuse

- A teacher/janitor sexually assaults a student/another teacher inside/outside school premises
- A teacher/janitor/administrator sexually assaults a student's parent or caregiver
- A student sexually assaults a teacher/administrator/janitor/cleaning lady/ or another student on school premises
- A hostel warden/worker assaults/abuses student(s)

Sexual Harassment

- A school administrator, teacher, janitor or student sends a sexually explicit letter or text messages to another individual of any of those categories
- A colleague leaves a sexually explicit picture on a co-worker's desk
- A school head, teacher or a student asks all female/male employees/students to greet him/her with a kiss on the cheek every day
- A male or female teacher or student touches a student or another colleague with sexual intention for his/her pleasure and/or suggests they meet up after school
- A teacher or student uses explicit, sexual and inappropriate language on school premises hindering a friendly and harassment free environment

5.4.3 GBV Risk and Impacts Assessment under ESF

According to the ESF, the Borrower is responsible for the identification and assessment of environmental and social risks and impacts associated with projects including addressing GBV risks and impacts under following ESSs:

- ESS 1: Assessment and Management of Environmental and Social Risks and Impacts;
- ESS 2: Labor and Working Conditions;
- ESS 4: Community Health and Safety; and
- ESS 10: Stakeholder Engagement and Information Disclosure.

The Borrower firstly identifies and **assesses** the risks of GBV, including social and capacity assessments, and includes measures for their mitigation in project design during project preparation. However, GBV risk assessment being a continuous process, it should take place throughout the project life cycle as GBV can occur at any moment. The Borrower secondly addresses the risks by identifying and implementing appropriate GBV risk mitigation and monitoring measures on an ongoing basis during project implementation. Thirdly, the Borrower responds to any identified GBV incidents, whether related to the project or not, ensuring that effective monitoring and evaluation (M&E) mechanisms, which meet the World Bank's internal safeguard and GBV reporting requirements, are in place to report on such incidents and to monitor follow up. No investigation should be conducted on GBV related complaints. The case (s) should be referred to the NGO assigned for the project by the Borrower to manage GBV cases for referral

to the appropriate service providers. The results of the verification and the proposed response to the complainant will be presented for consideration to the GRM committee at the UGC and AUW.

Once the decision has been made on the course of action in response to the complainant, the GRC describes the actions to be taken in the grievance form along with the details of the investigation and the findings and the data is entered into the MIS for record. It needs to be ensured that GBV related complaints are addressed in line with the World Bank guidelines provided by the GBV good practice note.

5.4.4 GBV GRM

A separate GBV GRM will be set up with referral methods and first-cut mapping of GBV-service providers during COVID-19 has been done (which will be included in Gender and GBV Action plan). This will be accessible by all project affected people - including students and university staff. There will be a Gender/GBV specialist hired to oversee, monitor and report any GBV related issues and provide specific training to all project affected staff. There will be overall monitoring by SHED and UGC as well.

5.4.5 Actions against SEA and SH at the Universities

Bangladesh High Court has issued guidelines in May 2009 to help prevent sexual harassment at educational institutions and in workplaces. Complaint Committees should be formed at all public and private sector workplaces and educational institutions to receive complaints and to conduct investigations and make recommendations. It also asked all the universities to undertake awareness-raising programs on sexual harassment, including holding seminars and debates.

The High Court in its directives indicated that:

- There must be sufficient orientation before the formal classes start for a new session in educational institutions, and monthly, half yearly orientation in all workplaces and institutions;
- There must be arrangement for proper counseling for the concerned persons, if necessary;
- Awareness of the rights of female students and employees guaranteed and conferred by the Constitution and the statutes should be created by notifying in simple words the relevant provisions of the Constitution and the statutes;
- The educational institutions and the employers will maintain regular communication and effective consultation with the administrative authorities to create awareness among the personnel in law enforcing agencies in this regard; and
- To prepare and publish booklets containing these guidelines and provisions of the Constitution and statutes regarding gender equality and sexual offences.

The High Court asked the Concerned Authority at all the educational institutions and work places to form a Complaint Committee in both public and private sectors in order to receive complaints, and to conduct investigation and make recommendations. The Complaint Committee will have minimum five members and majority of the members will be women. The head of the Complaint Committee should be a woman, if available. The Complaint Committee should have at least two members from outside the organization concerned, preferably from organizations working on gender issues and sexual abuse. The Complaint Committees will submit annual reports to the Government on the compliance of these guidelines.

Procedure of the Complaint Committee. Normally the complaint has to be lodged with the Complaint Committee within 30 working days of the occurrence. To verify the complaint the Complaint Committee

will: i). In case of minor harassment, if it is possible, the Complaint Committee shall dispose of the complaint with the consent of the parties involved and shall report to the Concerned Authority of the educational institution or work place in public or private sector, as the case may be. ii) In all other cases the Complaint Committee shall investigate the matter. iii) The Complaint Committee will have the power to send registered notice by mail to the parties and the witnesses, conduct hearing, gather evidence, and examine all relevant papers. In this type of complaint, apart from oral evidence emphasis should be placed on circumstantial evidence. To conduct the work of the Complaint Committee effectively the related office of the educational institutions and workplaces in both public and private sectors will be bound to extend any cooperation, which is requested from them. The Complaint Committee will keep the identities of the complainant/s confidential. While recording the testimony of the complainant/s any question or behavior, which is intentionally base, insulting or harassing should be avoided. The testimony must be recorded in camera. If the complainant wants to withdraw the complaint or stop the investigation then the reason behind this has to be investigated and mentioned in the report. The Complaint Committee shall submit the investigation report with recommendation within 30 working days to the Concerned Authority of the educational institution or work place, as the case may be. The period of 30 days may be extended up to 60 days where it is found necessary. If it is proved that a false complaint has been filed intentionally then a report will be submitted to the Concerned Authority recommending appropriate action for the complainant/s. The Complaint Committee will take decisions on the basis of the view expressed by the majority of its members.

Punishment: The Concerned Authority may suspend temporarily the accused person (other than students) and in case of students, may prevent them from attending their classes on the receipt of the recommendation of the Complaint Committee. If the accused is found guilty of sexual harassment, the Concerned Authority shall treat it as misconduct and take proper action according to the disciplinary rules of all work places and the educational institutions in both public and private sectors within 30 (thirty) days and/or shall refer the matter to the appropriate Court or tribunal if the act complained of constitutes an offence under any penal law.

The above guidelines are presently strictly followed and observed in all educational institutions including SHED, UGC and 153 Universities including AUW and workplaces in both public and private sectors. As such there are tangible measures for the women teachers, researchers and students alike in the Universities.

5.5 Grievance logs

As noted previously, the AUW and UGC will maintain a grievance log. This log will include at least the following information:

- Individual reference number
- Name of the person submitting the complaint, question, or other feedback, address and/or contact information (unless the complaint has been submitted anonymously)
- Details of the complaint, feedback, or question/her location and details of his / her complaint.
- Date of the complaint.
- Name of person assigned to deal with the complaint (acknowledge to the complainant, investigate, propose resolutions, etc.)
- Details of proposed resolution, including person(s) who will be responsible for authorizing and implementing any corrective actions that are part of the proposed resolution
- Date when proposed resolution was communicated to the complainant (unless anonymous)

- Date when the complainant acknowledged, in writing if possible, being informed of the proposed resolution
- Details of whether the complainant was satisfied with the resolution, and whether the complaint can be closed out
- If necessary, details of GRC1 and GRC2 referrals, activities, and decisions
- Date when the resolution is implemented (if any).
- If AP's are not satisfied with the resolution, can appeal to UGC for further investigation. Even if the case is not resolved with UGC, can appeal to court according to the law of the land.

5.6 Monitoring and reporting on grievances

Details of monitoring and reporting are described above. In Bangladesh, the overall responsibility for the Project implementation would lie with the Secondary and Higher Education Division (SHED) of MoE while day-to-day implementation support will be provided by the University Grants Commission. A Grievance Redress Mechanism will be instituted and placed within UGC/MoE with qualified personnel trained in handling such complaints. Day-to-day implementation of the GRM and reporting to the World Bank will be the responsibility of the UGC. To ensure management oversight of grievance handling, the Internal Audit Unit will be responsible for monitoring the overall process, including verification that agreed resolutions are actually implemented. In Afghanistan, the Ministry of Higher Education (MoHE) and Ministry of Finance (MoF) would jointly support the relevant project activities. MoHE will support the implementation of this project through the Operations and Monitoring Support Team (OMST) of the ongoing Higher Education Development Project (HEDP).

5.7 Points of contact

Information on the project and future stakeholder engagement programs will be available on the project's website and will be posted on information boards in the project site, local government offices, local markets and point of assembly etc. Information can also be obtained from SHED, UGC or AUW offices and from their websites. There should be a dedicated point of contact for recording project related complaints (including GBV related complaints) and passing those to the GRC for necessary action at their end. GRM should be user friendly and easily approachable, particularly by the disabled, marginalized and the vulnerable groups including the elderly. The Tollfree Number for receiving complaints should have operators round the clock who can speak in local dialect so that the complainants feel at home while communicating.

The point of contact regarding the stakeholder engagement program at UGC and AUW should provide the following information:

<i>Description</i>	<i>Contact details</i>
Name and position	
Address:	
E-mail:	
Telephone:	
Toll Free Number:	
- For SHED	
- For UGC:	
- For AUW	

5.8 World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may also complaints directly to the Bank through the Bank’s Grievance Redress Service (GRS) (<http://projects-beta.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>). A complaint can be submitted to the Bank GRS through the following channels:

- By email: grievances@worldbank.org
- By fax: +1.202.614.7313
- By mail: The World Bank, Grievance Redress Service, MSN MC10-1018, 1818 H Street Northwest, Washington, DC 20433, USA

The complaint must clearly state the adverse impact(s) allegedly caused or likely to be caused by the Bank-supported project. This should be supported by available documentation and correspondence to the extent possible. The complainant may also indicate the desired outcome of the complaint. Finally, the complaint should identify the complainant(s) or assigned representative/s, and provide contact details. Complaints submitted via the GRS are promptly reviewed to allow quick attention to project-related concerns.

Chapter 6: Implementation of the SEP and Budget

6.1 Implementation Arrangements

SHED and UGC will be the project holder and responsible for managing the E&S risks of the project, including implementation of the SEP and GRM. For the AUW component, AUW will be responsible for it with overall guidance from the SHED and UGC. The project implementation team will be recruited from the market or delegated from the existing SHED, UGC and AUW team for this purpose. The role and responsibilities are detailed in the section below.

6.2 Roles and Responsibilities

SHED, UGC and AUW will set up an implementation team for SEP and for managing the E&S risks of the project. The team will be comprised of: (a) Communication/GRM Expert (2); and (b) Communication Associate/Assistant (2). The team will liaise and coordinate with the PMU/PIC and as well as the responsible officers in SHED, UGC and AUW and will work under their overall direction/guidance. The specific role/responsibilities as regard the project’s stakeholders’ management is provided below:

Table 11: Role and Responsibilities for SEP Implementation

Actor/Stakeholder/ responsible person	Responsibilities
Communication/GRM team	<ul style="list-style-type: none"> - Overall planning and implementation of the SEP; - Lead activities on stakeholders’ engagement - Management and resolution of grievances; - Guide/coordinate/supervise the contractors for activities related to the SEP - Monitoring and reporting on SEP to AUW/UGC and World Bank - Take lead in carrying out the beneficiary satisfaction survey
Implementation Consultants	<ul style="list-style-type: none"> - Supervision/monitoring of Contractor on SEP and GRM
Site Contractor(s) / sub-contractors	<ul style="list-style-type: none"> - Report/inform UGC/AUW on issues related to the implementation of the SEP / engagement with the stakeholders. - Resolve and convey management/resolution of grievance cases to the project GRM team, in particular labor related grievance cases. - Prepare, disclose and implement the contractor’s code of conduct, C-ESMP, LMP, etc. - Collaborate/inform the local communities and other local level stakeholders on the E&S monitoring
Other interested stakeholders (external/regulatory agencies)	<ul style="list-style-type: none"> - Participate in the implementation of SEP, ESMP, RAP activities - Monitor/ensure project’s compliance with the laws of Bangladesh - Engage with the project’s stakeholders on E&S issues

6.3 Budget for SEP Implementation

A tentative budget for implementing this SEP for the entire duration of the project is included below. The budget includes all the activities pertaining the project’s stakeholder engagement plan and comprises of a range of activities, which might be equally included in the other E&S documents (RAP, EMP, ESMP, SMP, etc.) of the project. This budget will be annually reviewed by UGC and AUW; if found necessary, will be revised and adjusted. The budget is provided at Table 12 below (all figures are in USD):

Table 12: Budget

SL	Activities	Unit cost/USD	No of expert/quantity	Man-month	Total
1	Consultation and Communications Expert	3000	1	60	180,000
2	Salary: Communication Assistant/Associate	1,800	2	60	216,000
3	Standalone/ UGC and AUW’s existing Website linked development & maintenance	Lump sum			50,000
4	Information/ communication materials		Lump sum		30,000
5	Awareness raising workshop/training		Lump sum		10,000
6	Consultation/meetings		Lump sum		5000
7	Press briefings and new publication		Lump sum		20000
8	Beneficiary satisfaction survey		Lump sum		40000
9	TV/Radio Advertisement		Lump sum		20000
10	GBV and GRM related activities and dissemination related expenditures including operators for Toll Free Number operation		Lump sum		1,00,000
	Total				689,000

Chapter 7: Monitoring and Reporting

The UGC will be responsible for the overall coordination and supervision of the M&E tasks and for reporting the results in the Results Framework to the Bank. UGC will use its existing Monitoring Evaluation and Reporting Unit (MERU) with support from Higher Education Management Information System (HEMIS) and will be responsible for supporting the project in undertaking the M&E work. The MERU will collect updated data from relevant agencies and relevant units of the UGC and gather data for different activities of the project from the beneficiary institutions to update indicators in the Results Framework on a regular basis (mostly semiannually). The MERU will work closely with the relevant section of the UGC. The international cooperation and collaboration unit will obtain relevant data from the OMST/MOHE.

Furthermore, the Communication Expert will be responsible for the monitoring and reporting of this SEP. She/he will prepare periodic monitoring report as required (monthly, quarterly, six-monthly, annual, etc.) by the project management. In case consolidated report on E&S management is prepared, s/he will ensure that specific sections/chapters on the SEP implementation are entered in such reports.

Monitoring and reporting will include involving Project Affected Parties, internal and external stakeholders, interested group and the vulnerable in monitoring mitigation measures that will be agreed on the ESCP to satisfy stakeholder concerns; thus, promoting transparency. The ESCP will further outline, based on close consultations with all stakeholders, how affected parties and interested or beneficiary parties will be involved in the monitoring and evaluation and assess whether or not capacity building and training programs will be required to enable affected parties and local council staff participate in monitoring. The Project will establish a monitoring system that is participatory, which will utilize indicators that are sensible to concerned stakeholders. Furthermore, the project will involve affected parties by gathering their observations to triangulate scientific findings and involve them in participatory discussions of external and monitoring and evaluation missions. Monitoring and evaluation will be adjusted accordingly based on restrictions due to COVID-19.

The monitoring report will include clear and specific indicators both as regard the engagement with stakeholders and also the project's grievance redress management. The Communication Expert will work on a reporting matrix in this regard.

Table 13: Monitoring report Matrix

Key elements	Timeframe	Methods	Responsibilities
Stakeholders' access to project information and consultations	Periodic (during project preparation and maintained throughout project implementation)	Interviews, observations, survey	PMU and PIC together with external monitor
Project beneficiaries' awareness of project activities, their entitlements and responsibilities	Periodic (during project implementation)	Interviews, observations, survey	PMU and PIC together with external monitor

Key elements	Timeframe	Methods	Responsibilities
Acceptability and appropriateness of consultation and engagement approaches	Periodic (during project implementation)	Interviews, observations, survey, score-card as relevant	PMU and PIU together with external monitor
Community facilitators' engagement with target beneficiaries	Periodic (during project implementation)	Interviews, observations, survey, score-card as relevant	PMU and PIC together with external monitor
Public awareness of FGRM channels and their reliability	Periodic (during project implementation)	Spot checks, interviews, observations	PMU and PIC together with external monitor
Accessibility and readability of public information dissemination materials	Periodic (during project implementation)	Spot checks, interviews, desk-review	PMU and PIC together with external monitor
Tones in social media and broader public perceptions (including NGOs/CSOs)	Periodic (during project implementation)	Social media monitoring, interviews, observations	PMU and PIC together with external monitor
Rate of grievances and complaints (reported and unreported)	Periodic (during project implementation)	Desk review, interviews, survey	PMU and PIC together with external monitor

7.1 Closing the Feedback Loop: Reporting back to stakeholder groups

The HEAT project team will ensure regular/periodic reporting back and information sharing with the PAPs and as well as the stakeholders' groups. This 'reporting back' measures vis-à-vis the PAPs should be always carried through face-to-face meeting or direct interactions, for the other stakeholders' group, although this may be adjusted considering the COVID-19 situation. Other pertinent media, such as website, social media, press briefing, may also be used.

Monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff and referred to the senior management of the project(s). 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.

The Project will arrange necessary training associated with the implementation of this SEP that will be provided to the members of staff who, due to their professional duties, may be involved in interactions with the external public, as well as to the senior management. Specialized training will also be provided

to the staff appointed to deal with community stakeholder grievances as per the Public Grievance Procedure. Project contractors will also receive necessary instructions for the Grievance Procedure and in relation to the main principles of community relations.

Information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders in two possible ways:

1. Publication of a standalone annual report on project's interaction with the stakeholders.
2. A number of Key Performance Indicators (KPIs) will also be monitored by the project on a regular basis, including the following parameters:
 - ✓ Number of public hearings, consultation meetings and other public discussions/forums conducted within a reporting period (e.g. monthly, quarterly, or annually);
 - ✓ Frequency of public engagement activities;
 - ✓ Geographical coverage of public engagement activities – number of locations and settlements covered by the consultation process, including the settlements in remote areas within the Project Area of Influence (PAI);
 - ✓ Number of public grievances received within a reporting period (e.g. monthly, quarterly, or annually) and number of those resolved within the prescribed timeline;
 - ✓ Type of public grievances received;
 - ✓ Number of press materials published/broadcasted in the local, regional, and national media;
 - ✓ Amount of Project's charitable investments in the local communities in the Project Area of Influence.

The outcomes/feedback from these 'reporting back' measures will be compiled and shared/disclosed with the stakeholders' and general public through the use of proper media, such as AUW and UGC websites, social media accounts, communication materials, etc.

Annex 1: Stakeholder Identification & Analysis

Activities under Components	Components/Sub	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
Activities under Component 1: SOUTH-ASIAN HARMONIOUS AREA FOR RESEARCH AND EDUCATION					
Sub-Component 1.1: Building System Resilience and Digital Connectivity					
Development and implementation of a coordinated approach to responding to the crisis	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduate, undergraduate students and non-teaching staff	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates, undergraduate students and non-teaching staff	Female teachers, non-teaching staff and students. Disabled and minority students, and those without access to IT.	All stakeholders from other regions that have not yet joined the regional network.	
Establishment of specific a COVID response and reopening committee at each university	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduate, undergraduate students and non-teaching staff	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates, undergraduate students and non-teaching staff	Female teachers, non-teaching staff and students. Disabled and minority students, and those without	Students who have not been selected yet and local community members.	

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
			access to IT.	
Develop emergency response plans which will be updated every six months	Same as above	Same as above	Same as above	New students, teachers, faculty, non-teaching staff.
Deploy a rapid self-assessment to determine the level of preparedness of the various universities to transition to digital/online/distance learning approaches	Same as above	Same as above	Same as above	IT support staff and students/faculty without access to IT.
Support the development of institution-wise recovery plans to help public and private institutions emerge from COVID-19 related lockdown	Same as above	Same as above	Female teaching and non-teaching staff.	New students, teachers, faculty, non-teaching staff.
Review of IT, quality assurance policies and regulations to facilitate the institutional pivot towards online learning during and beyond the COVID-19 crisis period	Same as above	Same as above	Female teachers, non-teaching staff and students. Disabled and minority students,	IT support staff and students/faculty without access to IT.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
			and those without access to IT.	
Establish a '24/7 Helpdesk' for faculty and students to provide online and telephone-based IT support to academic staff and students who are using new or existing learning management Systems (LMS)	Faculty and students of all participating universities.	Same as above.	Same as above.	New students, IT support staff and students/faculty without access to IT.
Academic support for online teaching	Same as above	Same as above	Female and disabled teachers and students.	New teachers and students and those without access to IT.
Sub-Component 1.2: Regional network of Women's Higher Education Institutions				
Promote physical and virtual student mobility, including harmonization and recognition of credits and degrees.	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduate, undergraduate students.	Public and Private Universities of Bangladesh, International Universities, students and teachers.	physically impaired students and researches from home and abroad, female students, ethnic	Universities would be identified as the program is set to motion. The Stakeholder list will then be updated.

Activities under Components	Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
			minority students		
Joint approaches to quality assurance and accreditation and joint degrees.	MoE, SHED, UGC, Bangladesh Accreditation Council, Higher Education commission	MoE, UGC, Bangladesh Accreditation Council, Higher Education commission	n/a	-	
International promotion of South Asia as a destination of higher education and research.	MoE, SHED, UGC, Private and Public Universities	MoE, SHED, UGC, Private and Public Universities	n/a	-	
Support the policies necessary to insulate the higher education system from events similar to this pandemic, and to help develop a collaborative, cost-effective, secure and dynamic network supporting students across the region.	MoE, SHED, UGC, Private and Public Universities, Dept. of ICT	MoE, SHED, UGC, Private and Public Universities, Dept. of ICT	Physically impaired students and researches from home and abroad, female students, ethnic minority students	Other ministries to collaborate with in Bangladesh.	
Finance regulatory authorities to formulate policies and strategies that help	Same as above	Same as above	Same as above	Same as above	

Activities under Components/Sub Components	Affected Parties	Interested Parties		Disadvantages and vulnerable groups	Unidentified stakeholders
develop resilience in the higher education system organization through digitalization.					
Support face-to-face interactions between administrators, faculties, researchers and students through network events	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduate, undergraduate students.	Public and Private Universities of Bangladesh, International Universities, students and teachers.	physically impaired students and researches from home and abroad, female students, ethnic minority students	New students, researchers, faculty.	
Support participating universities and colleges to collaborate with the NRENs and regulatory authorities to ensure access to dedicated low-cost broadband connectivity for their students and staff.	UGC, participating universities in BdREN, all students and staff	UGC, all students and faculty.	Female, disabled and financially insolvent teachers and students and those without access to IT.	New, disabled and insolvent teachers and students and IT support staff.	
Together with an international partner,	MoE, UGC's Acquisition Wing, Development Wing, Program Delivery	MoE, UGC's Acquisition	Older and disabled	The list would be enriched further as the program starts.	

Activities under Components/Sub Components	Affected Parties	Interested Parties		Disadvantages and vulnerable groups	Unidentified stakeholders
<p>AfgREN and BdREN will jointly develop content to target faculty that are moving towards online learning systems, which will be translated in local languages.</p>	<p>Wing, and Technology Support wing and UDL, all the Universities in Bangladesh, Bangladesh Research and Education Network (BdREN) under HEQEP initiative of the Bank and Commercial Online Course aggregators namely Coursera, Udacity etc.</p>	<p>Wing, Development Wing, Program Delivery Wing, and Technology Support wing and UDL, all the Universities in Bangladesh, Bangladesh Research and Education Network (BdREN) under HEQEP initiative of the Bank and Commercial Online Course aggregators namely Coursera, Audacity etc.</p>	<p>teachers, ethnic students, financially poor and physically impaired students, researchers etc.</p>		
<p>Support disadvantaged female students who can be supported through low-cost broadband support and suitable devices for accessing</p>	<p>UGC, participating universities in BdREN, all students and staff</p>	<p>UGC, all students and faculty.</p>	<p>Female, disabled and financially insolvent teachers and</p>	<p>New, disabled and insolvent teachers and students and IT support staff.</p>	

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
the digital recourses ⁸ .		students and those without access to IT.		
The development of a climate resilient academic center/complex at Asian University for Women (AUW) which will be a hub for the proposed regional network.	UGC, AUW, DoE, CDA, CCC, Local Member of the Parliament, Chattogram WASA, VITTI Sthaphati Brindo Ltd. Construction Firms/Contractors, Labors, Villagers/ inhabitants living near the AUW site. Shop owners, Residents of Metropolitan Griho Nirman Somobay Samity Ltd. Suppliers of Construction Material, Members of the Press and Media, Local NGOs, Civil society and Women Organizations in the area.	AUW, VITTI Staphati Brindo Ltd. Construction Firms/Contractors, Labors and other suppliers of construction material, transport agencies carrying goods etc.	Villagers/ inhabitants living near the AUW site that could be displaced owing to area development that will affect their livelihood. Make-shift petty Shop owners near AUW main gate could also be displaced by CDA/CCC.	Exact stakeholder can only be identified once construction related agreements are signed and the work begins.
Policy development: development of codes of conduct, strategy papers and policy briefs regarding excellence in	MoE, SHED, UGC, Private and Public Universities.	MoE, SHED, UGC, Private and Public Universities.	Physically impaired students and researches from home and abroad, female	Other ministries to collaborate with in Bangladesh.

⁸ Efforts will also be made to rope in Research and Educational Networks across other countries in the region.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
women's education.			students, ethnic minority students	
Grants for teaching and learning upgradation: These grants will be provided based on institutional development plans, and will be used to support faculty upgrading in content and pedagogy and joint research in close coordination with the hub in the AUW	UGC, Public and Private Universities and Colleges, AUW	UGC, Public and Private Universities and Colleges, AUW	Financially insolvent students, older and disable teachers, ethnic students, physically impaired students, teachers and researchers	Those who have not yet provided institutional development plan.
Curricular Upgrading: Focusing on female empowerment and preparation for the labor market, this activity will include the development of network universities' curricula for soft skill development. This model will be scalable across institutions and countries.	UGC, AUW, Faculty Members, students, intelligentsia, researchers, Entrepreneurs and Business Houses providing jobs	Interested Public and Private Universities and Colleges	Financially insolvent students, older and disable teachers, ethnic students, physically impaired students, teachers and researchers	Entrepreneurs/Business houses/Corporate Bodies etc.
Network events: bringing together the institutions in the regional network, joint trainings and activities regarding topics common to the institutions, such as employability, job placement, and violence against women/GBV.	MoE, UGC, AUW, Ministry of Higher Education, Afghanistan, undergraduate and postgraduate students from Afghanistan, Faculty Members and students from regional universities as part of exchange program with AUW and other faculty members and researchers of women's	UGC, AUW, Ministry of Higher Education, Afghanistan, undergraduate and postgraduate students from Afghanistan, Faculty Members and students from regional universities as part of exchange program with AUW and other faculty members and researchers of women's universities	Physically impaired female students, teachers, academics, staffs and researches from home and abroad, general female students, ethnic minority students, Foreign students of Afghanistan as there is no Bangladesh embassy at Afghanistan.	Name of Stakeholders can be confirmed upon engagement.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
	universities in the region, students of AUW and other women's universities and colleges of the network in the region.	and colleges of the network in the region.		
Digital facilities development: digital facilities will be strengthened in the participating institutions including connectivity with BdREN, development of online course content, and blended learning in network institutions.	MoE, UGC, AUW, including facilities Division of these universities, BdREN, Dept. of ICT	MoE, UGC, AUW, including facilities Division of these universities, BdREN, Dept. of ICT	Elderly and disabled teachers, physically impaired students, teachers, academics and researchers from home and abroad, ethnic minority students, financially insolvent students.	Stakeholders can be confirmed upon engagement.
Minor Infrastructure Upgrading: improvements to teaching and learning facilities of women's institutions, childcare facilities, dormitories, WASH facilities, etc. that have been identified as particularly important for female enrolment.	Female students, female teachers, researchers, think tank organizations etc.	Same as above and women Organizations, civil society, NGOs working on Women's rights	Disabled Female students and teachers at the facilities; Male and female labors during construction period only,	Some unidentified entity may be identified during the project cycles. Focus should also be on accessibility of vulnerable and disabled female students/teachers in developing these facilities.
Activities under Component 2: Transforming Higher Education in Bangladesh				
Component 2.1: BUSINESS CONTINUITY UNDER COVID-19				
Strengthening Online Learning Capabilities	Faculty and students of all participating universities.	UGC, Public and Private Universities and Colleges, Faculty Members, students	Female teachers, non-teaching staff and students. Disabled and minority students, and	New students, IT support staff and students/faculty without access to IT.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
			those without access to IT.	
Develop National Learning Management Infrastructure	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduate, and undergraduate students.	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates, and undergraduate student.	Female teachers, and students. Disabled and minority students, and those without access to IT.	New teachers and students, those without access to IT, and IT support staff.
Subsidized connectivity and devices to students and staff.	UGC, participating universities in BdREN, all students and staff	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates, and undergraduate student.	Female, disabled and financially insolvent teachers and students and those without access to IT.	New, disabled and insolvent teachers and students and IT support staff.
Upgrading the Bangladesh Research and Education Network.	UGC, participating universities in BdREN, all students and staff	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates, and undergraduate student.	All female and disabled stakeholders, financially insolvent teachers and students, and those without access to IT.	New teachers and students, and IT support staff.
Component 2.2: Strengthening the Market Relevance of Higher Education Programs in Bangladesh				
Enhanced exposure programs for university students.	UGC, Public and Private Universities and Colleges, Faculty Members, Researchers, graduates and undergraduate students, Entrepreneurs/Business houses/Corporate Bodies	Public and Private Universities and Colleges, Faculty Members, Researchers, graduates and undergraduate students (local and international).	Physically impaired students, teachers and researches from home and abroad, ethnic minority students and teachers, financially insolvent students, teachers, researchers and students	International students are unidentified at this stage. New inclusions would be made during the project lifecycle. UGC and AUW may post this information in their website on event basis.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
Employment Service Activities.	All the Public and Private Universities and Colleges, Career Guidance and Placement entities of the universities, Graduates undergraduate students, Entrepreneurs/Business houses /Corporate Bodies	All the Public and Private Universities and Colleges, Entrepreneurs/Business houses /Corporate Bodies/ MNCs in Bangladesh.	Lack of interest from the entrepreneurs, Physically impaired students and researches from home and abroad, female students, ethnic minority students	Universities, where this facility is available is yet to be identified except AUW. However, all the Private Universities have some setup for this purpose and these would be included when identified.
Construction of University Teachers' Training Academy (UTTA) with provision of residential amenities. Infrastructure development required equipment and staffing for this center will be supported through this activity.	UGC, DoE, RAJUK, National Housing Authority (NHA), DCC North, Local Member of the Parliament, Dhaka WASA, DESA/DESCO, Construction Firms and Contractors, Labors, Community and Primary Supply workers, Inhabitants living near the UGC site, Shop owners, Squatters residing at the UGC land.	UGC, Universities and Colleges, DoE, Construction Firms and Contractors, Labors, Community and Primary Supply workers,	Squatters and vulnerable groups who could be displaced and their livelihood adversely affected as the construction work starts for UTAFPC under UGC. The issue is yet uncertain since specific land for constructing UTAFPC is yet to be confirmed.	The stakeholders would be identified after site selection and as construction work begins. The stakeholder list will then need to be updated.
Operationalization of Faculty Professional Development (FPD) through training of 5000 teachers (women prioritized).	UGC, selected Core Group of Trainers, Experts, selected 5,000 trainee teachers to be trained within 5 years of	UGC, selected Core Group of Trainers, Experts, selected 5000 trainee teachers to be trained within 5 years of the lifecycle of the project from	physically impaired teachers and researchers	List of Universities and trainee teachers would be potential stakeholders as the program begins.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
	the lifecycle of the project from various public and private universities, NAEM, BOU and the IQACs of the Universities	various public and private universities, NAEM, BOU and the IQACs of the Universities		
Development of Continuous Professional Development through Module Development.	UGC, selected Public and Private Universities, regional universities, national and international student's faculty members, academics, researchers etc.	Public and private universities of Bangladesh, international universities, students and teachers	Small entrepreneurs, physically impaired teachers and researchers/academics and researches from home and abroad.	Universities would be identified as the program is set to motion. The Stakeholder list will then be updated.
Competitive Grant Schemes for: ✓ COVID-19 Related Research and Development. ✓ Advanced Research Grants.	UGC, researchers in public and private universities	UGC, researchers in public and private universities	Female and disabled researchers, and those without access to IT.	New applicants for the proposals
Competitive Grant Schemes for establishing Innovation Support Facilities where 7 Universities will get grant to establish fabrication laboratories (fab-labs), while transforming all existing fab-labs into 'Center of Excellence' in digital manufacturing. Grant will also be provided to 5 universities to set up 5 Institute of Learning and Brain Sciences (i-labs). Business incubators would be set up and tagged with successful fab-labs and i-labs to convert innovative	UGC, 12 (7+5) Universities and institutions (students, technicians, researchers and Faculty members) qualifying for grant to develop fab-lab and i-labs, linking with the Fab Labs community in Asia through Fab-Lab Bangladesh Network	Selected Universities and Research Institutions, vendors and suppliers of hardware and software and related equipment, researchers, faculty members and students.	Daily Labors involved with the construction of fab-labs,	The list would be known during implementation phase and the stakeholder list updated then.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
ideas into commercially useful products. All these labs will be brought under “Fab-Lab Bangladesh Network” and would become active member of “Fab-Lab Asia Network”.				
Set up of new technology transfer office (TTO)	UGC, Medical Universities and Colleges, Science and Technology universities, Engineering universities, textile and leather Technology university, Agricultural universities/colleges, veterinary universities and colleges, being supported by researchers and Faculty members	Emerging Science and Technology based Businesses, linked University/College/Research Institutions and Corporate world utilizing the services of the TTO	Financially insolvent students, older and disable teachers, ethnic students, physically and mentally impaired students, teachers and researchers	Same as above
Competitive Funds to Improve Infrastructure for women friendly and childcare facilities.	AUW, UGC, MoE, SHED, Female students, female teachers, researchers, think tank organizations etc.	AUW, UGC, MoE, SHED, Interested Public and Private Universities and Colleges, women Organizations, civil society, NGOs working on Women’s rights	Disabled Female students and teachers at the facilities; Male and female labors during construction period only,	Some unidentified entity may be identified during the project cycles. Focus should also be on accessibility of vulnerable and disabled female students/teachers in developing these facilities.

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
Competitive Funds to Improve Infrastructure for Teaching-Learning (Upgradation, STEM labs)	UGC, students, teachers, contractors, suppliers, labors	All the Public and Private Universities and Colleges, Faculty Members, researchers	Elder and disabled teachers, ethnic students, physically impaired students, teachers and researchers; construction workers, if any	Particular universities who will be interested/eligible to receive Grant from UGC
Component 2.3: Improving the Governance and quality of the Higher education sector				
Support development and initiation of innovative management system for the higher education of Bangladesh through support to the design of a Performance Based Financing scheme, a Centralized Admission System, and the development of the Higher Education Management Information System.	UGC	UGC, 153 Public and Private Universities in Bangladesh	n/a	If MoE permits establishment of new private universities, then these could become new stakeholders
Scaling up Institutional Quality Assurance Cells (IQACs) developed under the recently concluded HEQEP and extend IQACs to all the 153 universities in Bangladesh.	UGC, all public and private Universities of Bangladesh	UGC, all public and private Universities of Bangladesh	old and disable Physically impaired teachers, and researchers; lack of qualified IQA related experts.	If MoE permits establishment of new private universities, then these could become new stakeholders.
Support full operationalization of Bangladesh Accreditation Council (BAC) and program accreditations of universities by BAC. Throughout the implementation period of the project at least 30 programs will be accredited in universities under BAC.	MoE, UGC, Bangladesh Accreditation Council, Higher Education commission	MoE, UGC, Bangladesh Accreditation Council, Higher Education commission	n/a	-
Activities under Component 3: ENHANCING PROJECT MANAGEMENT RESULTS MONITORING AND COMMUNICATION				

Activities under Components/Sub Components	Affected Parties	Interested Parties	Disadvantages and vulnerable groups	Unidentified stakeholders
<p>Support project management capacity of Bangladesh in the areas of (i) project management; (ii) monitoring and evaluation; (iii) communication; and (iv) Technical Assistance (TA). The project will create a grievance redress mechanism (GRM), which covers all aspects of the project during implementation.</p>	<p>MoE, UGC, AUW, Other Beneficiary Universities and Colleges</p>	<p>MoE, UGC, AUW, Other Beneficiary Universities and Colleges</p>	<p>Ill trained Management Staffs at AUW and UGC</p>	<p>Name of Stakeholders can be confirmed upon engagement.</p>



Participant Lists

Sl. No	Name & Designation	Name of Organization
1	Md. Khalid Hasan	Assistant Professor, IDMVS, University of Dhaka
2	Dave Dowland	Register, AUW
3	Mushtaque Habib	Project Advisor, AUW
4	Rehana Alam Khan	Director & Admission Asian University for Women
5	Afida Mostafa	Senior Vice President, CWCCI Ctg.
6	Planner Md. Sadat Khan	Assistant Director (Urban Planning), RMSU, LGED, Chattogram Region
7	Engr. Md. Delwar Hossain PEng	Chairman, WPML, PACE
8	Mohammad Ariful Islam	Superintending Engineer Chattogram WASA
9	Mohammad Nur Nobil	Associate Prof. Dept. of Economics, CU
10	Dr. & M. Sohrab Uddin	Professor, Department of Finance, University of Chattogram.
11	Dr. Md. Saiful Islam	Professor of Economics University of Chattogram
12	Md. Abdul Hasem	Teacher of Islamia Madrasha, Sherkili
13	Mohammed Ilias	Ex-student of University of Chattogram, Economics Department.
14	Mukesh Gupta	Assistant Professor of Environmental Science of Asian University for Women
15	Md. Alauddin Majumder	Professor, Dept of Economics University of Chattogram.
16	A.R Jafree	CEO, Ghashful
17	Nazmul Latif	Chairman, IAB Ctg.
18	Zariaa Hossain	Fellow Institute of Architect, Bangladesh, Urban Bangladesh Institute of Planner Chattogram Center
19	Sangjucta Das Gupta	Assistant Director, Department of Environmental Chattogram Metropolitan.

Sl. No	Name & Designation	Name of Organization
20	Waseqa Ayesha Khan	Member of Parliament, Chattogram
21	Shamim Morshed	Director Chattogram Women Chamber of commerce
22	Rehana Khan	Principal, Taher Memorial School
23	Daisy Maudud	Sr. Journalist, Dainik Porboconi
24	Shirin Akhter	Director of Dewdrops, Preparatory School
25	Dr. Abul Kashem	Professor, Soil Service, CU
26	Jesmin Sultana Pervin	Chief Executive, Ensure legal support through local solvent + Action-ELLMA Shugndha R/A, Pauchlaish, Ctg.
27	Rozina Akter Lipi	Director of Chattogram women chamber of commerce & Industry's.
28	Md. A.K.Fazlul Haq	Principal (PRL) Chattogram College Chattogram
29	Md. Solaiman Bhuiyan	Asst. General Manager Grameen Bank. Ctg.
30	Munshi Md. Abul Hossan	Zonal Audit Officer, Grameen Bank, Ctg.
31	Md. A Kashem Chowdhury	Surgeon Army Colony Arhin Bazar, Bayazid Bostami, Ctg.
32	Abdul Owahad	Businessman,S.R S Trading Corporation Arfin, Nagor Bazar
33	Md. Humayun Kabir	S.S. Store
34	Md. Nurul Alam Babu	Businessman,Sowpnopuri Traders Versity Gate Arifin Nagar
35	Tasnim Hasan	Staff reporter, Daily Prothom Alo
36	Bhupen Dash	Staff reporter, Daily Azadi
37	Aurun Bikhas De	Staff reporter, The Daily Star
38	S.M Rubaiyatul Kader	Asst. Engineer, Chottogram, WASA
39	Asma Sahreen	Student
40	Taslima Muna	Environment Specialist, KWSP – 2, NTS Consultant
41	Mohammaed Iqbal Hasem	Head of IT, Ctg. City Corporation
42	Robi Long	Urban Planner, CGP, Ctg. City Corporation
43	Ishtiaque Zahir	Team Leader, Vitti Sthapati Brindo Ltd.

Sl. No	Name & Designation	Name of Organization
44	Md. Harun	Businessman, Bismillah Store
45	S.M Elias Karim Mito	K.R Enterprise Anwara
46	Kazi Rahed Iqbal	A.J Construction KEPZ Anowara Ctg.
47	Md. Najim	Rahman Nagar
48	Anupam Barua	Dainik Azadi
49	MN Mahabub Alam	Principal SAB
50	Md. Anisuzzaman Bhuiyan	Social Development Consultant, Word Bank Officer Dhaka
51	Shariful Islam	Social Safeguard Specialist, Word Bank
52	Md. Nezamul Islam	Major (Retd.), Director security & Estate management
53	Shajahan	ARP nagar gate
54	R.M Zainul Abedin	Businessman
55	Md. Jabedur rahman	Daily Baizid
56	Iqbal Mahmood	Staff reporter, Daily Nayabangla
57	Md. Mehedi Hasan	Architect, Vitti Sthapati Brindo Ltd.
58	Md. Abu Taher	Surveyor
59	Jico Barun	AUW Engineer, 20 mm Ali road, Ctg.
60	Md. Dedarul Alam	AUW Engineer, 20 mm Ali road, Ctg.
61	Fayeka Zabeen Siddiqua	Program Coordinator, AUW
62	Fahima Harun	Admission Officer, AUW
63	Mohammad Osman	Assistant Authorized Officer, CDA, Chattogram
64	Md. Golam Rabbani Chowdhury	Senior Architect, CDA
65	Md. Shamim	XEN & Authorized Officer, CDA

Sl. No	Name & Designation	Name of Organization
66	Abul Kalam Azad	Coordinator, Vitti Sthapati Brindo Ltd.
67	Md. Abu Taher	Kazi Enterprise, Nasirabad, Ctg.
68	Imam Monjor Mawla	Senor Research Officer, Vitti Sthapati Brindo Ltd.
69	Md. Shahidul Islam	SIA Field Expert, Vitti Sthapati Brindo Ltd.
70	Sheikh Imran Hossain	SNI International Limited
71	Sudipta Ghosh	Environmental Consultant, ECL
72	Engr. Rafiqul Islam Manik	Additional Chief Engineer, Ctg. City Corporation & Honorary Secretary, IEB, Ctg.
73	Md. Zahrul Alam Jashim	Councilor Ctg. City Corporation – 9 no ward
74	Toufiqul Alam	Sr. Urban Planner Vitti Sthapati Brindo Ltd.

Annex 4: Summary and pictures of KII

Date	Stakeholders details	Details of participants	Outcome of the briefs
12/2/ 2019	Md. Zahurul Alam Jashim;	Ward commissioner, 3 no. ward; Chattogram City Corporation.	Poor and marginalized people should have access to the university for study. Scholarship should be given to the talented and insolvent students.
12/2/ 2019	Dr. Nisar Uddin Ahmed (Monzu);	Panel mayor, Chattogram City Corporation.	
14/ 02/ 2019	Md. Anamul Hoque Khondaker;	District facilitator, LGSP-3; Office of the Deputy Commissioner, Chattogram.	The university should reduce the impact on air, noise, water in and outside the campus areas.
14/ 02/ 2019	Zahirul Islam; Mobile:	Branch manager (NFPC), BRAC education program, Panchlaish, Chattogram.	Hill cutting is an issue in Chittogram, many people have been displaced due to hill cutting for different purposes. Since the location of the university is free from residents, so it would not be problem for local people.
15/02/2019	Mohammad Jasim Uddin;	District Education officer, Chattogram	
15/02/2019	Md. Dedarul Islam; Mobile:	CAD operator and campus supervisor; 20/ A, M. M. Ali road Chattogram- 4000.	
15/02/2019	Omar Kayser; Mobile:	Deputy news auditor; The Daily Prothom Alo; Chattogram office	Hill cutting should be scientifically sound and environment friendly, considering

Date	Stakeholders details	Details of participants	Outcome of the briefs
15/02/2019	Masum Ahmed;	Associate professor, Department of philosophy, University of Chattogram.	the local residents outside of the campus areas.
15/02/2019	Md. Selim Uddin Sobuj;	Local people, Baizid Bostami area, Chattogram.	Migratory birds are habitually coming in Chattogram areas in the winter season. Detail bird census should be conducted whether migratory birds are temporarily living in the project area or not. If, yes, then necessary precaution should be taken by AUW authority.
16/02/2019	Naznin Sultana Nipa;	Investigator; Department of Environment.	
16/02/2019	Md. Nazrul Islam;	1 no. ward, information dissemination secretary; Bangladesh Awami league	
16/02/2019	Mrs. Bilkis Banu;	-	Community health and safety would be at risk as this project is conducting significant amount of construction works in the project area including increasing risks of road accident & excessive use of road etc.

Photographs of KIIs:



District facilitator, LGSP-3, DC Office, Chattogram



KII with Branch manager (NFPC), BRAC, Panchlaish.



KII with District Education officer, Chattogram



KII with CAD operator and campus supervisor.



KII with Deputy news auditor, The Daily Prothom Alo



KII with Associate prof, Department of philosophy, University of Chattogram.



KII with local people at Baizid Bostami area



KII with investigator of DoE, Chattogram Metropolitan area.

Annex 5: Summary, pictures and participant list of FGDs

Details of FGDs listed below

FGD no.	Location	Date	Total participants	Category of participants
1	House of Mr. Faruk, Abedin gate, Bangla Bazar, Bayezid, Chattogram	13/ 2/ 2019	8	Female group- housewife and job holder etc.
2	Central Graveyard, Arefin Nagar, Bayezid, Chattogram	13/ 2/ 2019	9	Male group- business, driver, job holders, Day labourer, Imam etc.
3	Abu Taher Master Bari, M. Hasem Plot, 312 Line, ward 2, Ansar Camp Para, South side of University Gate.	13/ 2/ 2019	9	Mixed group (male & female): Business, teacher, job holder, Ansar force etc.
4	Nazrul Islam er bari, Jangal Saleem pur, Chinnomul, Boroi Tola, Sitakund	14/2/2019	9	Mixed group (male & female): journalist, retired person, housewife, job holders, religious leader etc.

FGD no.	Location	Date	Total participants	Category of participants

Summary of FGDs

Participant's Opinion, comments and Suggestions	Response to Questions/Action Point
They have no idea about the project, though they are seeing signage in that area. This project will improve the education facilities in the Chattogram areas, particularly for higher studies.	Consultant briefly discuss about the proposed project to the participants.
They have suggested for keeping the scholarship and stipend facilities to the poor students during studying period.	Consultant assured that the university will provide this type of facilities as it is an international university.
Hill cutting is a problem, if proper measurements are not taken by the university during hill cutting, filling and levelling, then it would be disastrous for the local people also.	Appropriate measurements would be taken and following 'no harm to people and environment' strategy during construction of the project.
Excessive horn noise will be created due to movement of the vehicles for carrying out materials, and other construction works that could disturb the local people. They have suggested to avoid vehicle movement at night times.	No hydraulic horn will be used during transportation of goods to the project site and speed limit will be below 40 km/hr near the project area. It is assured that the project activities will be limited from 7 am to 6 pm. So, night time will be free from excessive noise created by the project activities.
Business opportunities should be given to the local people during supplying & carrying of materials, earth etc.	Local people will get the facilities to do small business during construction period.
Foy's lake water should not be used during construction and operation of the campus activities as it is a breeding point of local fisheries and other diversified fauna which are existant there.	The project will not use the lake water during construction period, deep tube well will be installed at the project site for drinking purpose and CSWA supply water also will be used during construction and operation periods. A memorandum of understanding will be made with CSWA for access to their water use.

Photographs of FGDs:



FGD-1 with female group at House of Mr. Faruk, Abedin gate, Bangla Bazar, Bayezid, Chattogram.



FGD-2 with male group at Central Graveyard, Arefin Nagar, Bayezid, Chattogram.



FGD-3 with mixed group at Abu Taher Master Bari, M. Hasem Plot, 312 Line, ward 2, Ansar Camp Para, Chattogram.



FGD-4 with local people at Nazrul Islam er bari, Jangal Saleem pur, Chinnomul, BoroI Tola, Sitakund, Chattogram.

Annex 6: Coverage of consultation meeting by local media



চট্টগ্রাম এশিয়ান ইউনিভার্সিটি ফর উইমেনের মতবিনিময় সভায় বক্তব্য রাখছেন স্থপতি ইসতিয়াক জহির তিতাস -আজাদী

এশিয়ান উইমেন ইউনিভার্সিটির স্থায়ী ক্যাম্পাসের নির্মাণকাজ শুরু অক্টোবরে

আজাদী প্রতিবেদন

চট্টগ্রামে এশিয়ান ইউনিভার্সিটি ফর উইমেনের (এইউডব্লিউ) স্থায়ী ক্যাম্পাস স্থাপনে দেশীয় পরামর্শক প্রতিষ্ঠান হিসেবে নিয়োগপ্রাপ্ত ভিত্তি স্থপতিবৃন্দ লিমিটেডের পক্ষে প্রজেক্টের উপদেষ্টা স্থপতি ইসতিয়াক জহির তিতাস ও প্রজেক্ট পরিচালক স্থপতি মুস্তাক হাবিব বলেন, ১০ লক্ষ বর্গফুটের এইউডব্লিউর স্থায়ী ক্যাম্পাসের নির্মাণ কাজ শুরু হবে আগামী অক্টোবর মাসে। আশা করছি দু'বছর অর্থাৎ ২০২১ সালের মধ্যেই নির্মাণকাজ শেষ হবে। এর পর শুরু হবে ৮০০ শিক্ষার্থী থেকে ৩ হাজার শিক্ষার্থীতে উন্নীত করার প্রক্রিয়া। একইসাথে পূর্ণাঙ্গ রূপদানে মাস্টার্সের ক্লাস শুরু করার কাজ। গতকাল বৃহস্পতিবার নগরীর একটি হোটеле আয়োজিত মতবিনিময় সভায় এসব কথা বলেন স্থপতিবৃন্দ। তারা বলেন, চট্টগ্রামে এশিয়ার সবচেয়ে বড় উইমেন ইউনিভার্সিটি হচ্ছে এইউডব্লিউ। একই ছাদ ও আকাশতলে মিলেমিশে জ্ঞান-বিজ্ঞান চর্চা ও সাধনায় ভিনদেশ জাতি নৃগোষ্ঠী ধর্ম-বর্ণ ও ভাষাভাষীর এ যেন এক মিলনমেলা। প্রতিষ্ঠানের পরিকল্পনা অনুযায়ী প্রকল্পটি নির্মিত হলে বাংলাদেশে মহিলাদের উচ্চশিক্ষা ও ক্ষমতায়ন বাড়বে। মতবিনিময় সভার মধ্য দিয়ে প্রকল্প সংশ্লিষ্ট ব্যক্তিবর্গ ও স্থানীয় এলাকাবাসীর পরিবেশ ও সামাজিক প্রভাব সম্পর্কে মতামত ও চিন্তা ভাবনার প্রতিফলন হয়েছে। এটি একটি চলমান প্রক্রিয়া। তাই শুধু কাজ শুরু করার পূর্বে নয়, কাজ চলাকালীন ও পরবর্তী সময়ে যেন সকলের মতামতসহ অভিযোগ বিবেচনায় এনে সার্বক্ষণিক কাজ শুরু করার একটি প্রক্রিয়া বলবৎ থাকে। ১০ বছরে আমরাও ইতোমধ্যে বুঝে গেছি, এবার এইউডব্লিউর নিজের ঠিকানায় ফিরে যাওয়ার সময় এসেছে। আর তা সম্ভব হয়েছে চট্টগ্রামের নেতাদের কারণে। তাদের মধ্যে অনেকে চলে গেছেন আমাদের ছেড়ে। মতবিনিময় সভায় বক্তারা আরো বলেন, এইউডব্লিউ প্রকল্পটি নারী শিক্ষা ও উন্নয়নের পাশাপাশি চট্টগ্রামে পর্যটনের একটি

বিরিট ভূমিকা পালন করবে। এইউডব্লিউর স্থায়ী ক্যাম্পাস নির্মাণে সিডিএ শুরু থেকেই সহযোগিতা করে এসেছে। ওই এলাকায় আরো কয়েকটি শিক্ষা প্রতিষ্ঠান রয়েছে যার সবকটি মিলেই এলাকাটি শিক্ষা ও তারুণ্যের প্রাণকেন্দ্রে পরিণত হবে। আমাদেরকে বরাদ্দকৃত ২০০ একর জায়গার মধ্যে আমরা কাজ করতে পারছি মাত্র ৫০ একর জায়গায়। বাকিটুকু বিভিন্ন নিয়মের কারণে কাজ করা সম্ভব হচ্ছেনা। শিক্ষার্থীদের যাবতীয় সুযোগ সুবিধা সম্বলিত অত্যাধুনিক একটি ক্যাম্পাস গড়ে তোলা হচ্ছে। যেখানে থাকবে সুবিশাল লাইব্রেরি, আবাসিক ভবন, হাসপাতাল, খেলার জায়গা, অডিটোরিয়াম অ্যান্ডর পারফরমিং আর্ট স্পেস, বিশাল লেক যেখানে গাছ এবং পানির মিলনমেলায় পরিণত হবে। গ্রামীণ ঐতিহ্যের কথা লক্ষ্য রেখে করা হবে উঠান ও ঘাট। মূলত দেশি-বিদেশি শিক্ষার্থীদের বিনোদনের বিষয় চিন্তা করেই এসব কিছু করা। শিক্ষার্থীদের বিনোদনের পাশাপাশি নতুন পরিবেশের সাথে মানিয়ে নেওয়ার সুবিধার্থে তা জরুরি। এইউডব্লিউর উন্নয়ন কর্মকাণ্ডে পরিবেশ ও সামাজিক প্রভাব নিরূপণের সমীক্ষা গ্রহণে প্রকল্প সংশ্লিষ্ট ব্যক্তিবর্গের মতবিনিময় সভার আয়োজন করা হয়। এতে এইউডব্লিউর রেজিস্টার ডেভ ডোন্ডায়ের সঞ্চালনায় মতামত তুলে ধরেন-ওয়াকাস আয়েশা খান এমপি, চট্টগ্রাম উইম্যান চেম্বারের সিনিয়র সহ-সভাপতি আবিদা মোস্তফা, স্থপতি জেরিনা হোসেন, চবি অর্থনীতি বিভাগের প্রফেসর ড. সাইফুল ইসলাম, পরিবেশ অধিদপ্তরের সহকারী পরিচালক সংযুক্তা দাশগুপ্তা, ওয়াসার সহকারী প্রকৌশলী এস এম রুবাইতুল কাদের, চট্টগ্রাম চেম্বারের পরিচালক মোহাম্মদ শামীম, তাহের মেমোরিয়াল স্কুলের অধ্যক্ষ রেহানা খান, ডিওড্রপ প্রিপারেটরি স্কুলের পরিচালক শিরিন আক্তার, ঘাসফুলের সিইও এ আর জাফরী, ডব্লিউপিএমএল এর চেয়ারম্যান প্রকৌশলী মো. দেলোয়ার হোসেন প্রমুখ। উল্লেখ্য, এশিয়ান ইউনিভার্সিটি ফর উইমেনে বর্তমানে ১৮টি দেশের শিক্ষার্থীরা পড়ালেখা করছে। বিশ্ববিদ্যালয়ের পরকল্পিত ক্যাম্পাসের ডিজাইনার স্থপতি মশি সাফদি।

Annex 7: Invitation Brochure



AUW

ASIAN UNIVERSITY OF WOMEN

মত বিনিময় সভা

এশিয়ান ইউনিভার্সিটি
ফর ওমেন এর উন্নয়ন কর্মকাণ্ডে
পরিবেশ ও সামাজিক প্রভাব
নিরূপণের সমীক্ষা গ্রহণ

তারিখ : ১৪ মার্চ, ২০১৯
স্থান : হোটেল লর্ড'স ইন,
স্পেকটাম হল, লেভেল-৯,
সিডিএ এভিনিউ,
সকাল ১০:০০ - দুপুর ১২:৩০

ASIAN UNIVERSITY
FOR WOMEN

VITI SHAPTI BRINDO LTD

Higher Education Acceleration and
Transformation Project
(P168961)

Stakeholder Engagement Plan

Implemented by:
Ministry of Higher Education, Afghanistan

August 2020

Table of Contents

1.	Introduction and Project Description	108
1.1	Introduction	108
1.2	Project Description.....	108
1.3	Project Location	109
1.4	Summary of potential environmental and social impacts.....	110
1.5	Objectives of Stakeholder Engagement Plan.....	110
2.	Stakeholder Engagement Activities	112
2.1	Stakeholder engagement during the project.....	112
2.2	Methodology of Stakeholder Engagement.....	113
2.3	Previous Stakeholder Engagement	115
2.4	Engagement methods and tools in light of COVID-19 outbreak	116
3.	Stakeholder Identification and Analysis	118
3.1	Stakeholder Identification and analysis.....	118
3.2	Stakeholder Categorization	120
3.3	Affected Parties.....	120
3.4	Other Interested Parties	121
3.5	Vulnerable Groups	121
4.	Stakeholder Engagement Program	123
4.1	Stakeholder Engagement Methods and Tools.....	123
4.2	Advance Public Notification.....	125
4.3	Communication with project affected people and vulnerable communities	125
5.	Resources and Responsibilities for implementing stakeholder engagement activities.....	125
5.1.	Resources.....	125
5.2.	Institutional Arrangement	126
6.	Grievance Redress Mechanism.....	127
6.1	Description of existing GRM system for HEAT project	127
6.2	GBV GRM.....	131
6.3	World Bank Grievance Redress System	131
7.	Monitoring and reporting	131
7.1.	Involvement of stakeholders in monitoring activities	131

7.2. Reporting back to stakeholder groups..... 132

1. Introduction and Project Description

1.1 Introduction

Stakeholder's engagement and communication is an important tool for ensuring transparency, accountability and effectiveness of development projects. This document lays out a stakeholder engagement strategy for engaging stakeholders associated with Higher Education Acceleration and Transformation (HEAT) project. This Stakeholder Engagement Plan (SEP) is prepared by the Ministry of Higher Education, Afghanistan.

The intention of the SEP is to support the Project in delivering efficient and effective engagement and communication with stakeholders of the investment program so that their views and concerns are reflected in the project and they are fully informed about the project activities. Timely and two-way information sharing, and communication can help to mobilize and maintain stakeholder support for the project and advance the overall project goals. However, due to the current COVID-19 pandemic and uncertainty over how long it will last, overall stakeholder engagement methods and labor management have to be revised. The pandemic is anticipated to impact project activities for at least the next two years. The SEP outlines in detail the commitment of the Government of Afghanistan as regards to engaging the stakeholders of the HEAT project. It also details the project Grievance Redress Mechanism (GRM) and future plan of action, keeping in mind the COVID-19 context, as a measure to engage with the stakeholders and to resolve any potential cases of grievances arising out of implementation of the project.

1.2 Project Description

The objective of the project is (i) to improve COVID-19 responses and recovery support in higher education, (ii) to enhance graduate employability and improve governance of higher education, and (iii) to improve connectivity and quality of higher education for women regionally, through exchange programs, among others. The project components that affect Afghanistan are the following:

Component 1.4.3: Promote Excellence in Women's Education in the Afghanistan Segment of the Regional Network (Total US\$11.5 million, US\$2.5 million national IDA, US\$9 million regional IDA Afghanistan): This sub-component will facilitate collaboration of women's universities in Afghanistan to the regional network, that will contribute to: (a) removing socio-cultural-economic barriers to women's access to higher education; (b) improving women's access to quality jobs; and (c) promoting women's voice and leadership. This sub-component will finance the following activities *inter alia*:

- **Policy development:** development of codes of conduct, strategy papers and policy briefs regarding excellence in women's education and other regional topics.
- **Scholarship for undergraduate female students:** Female undergraduate students of Afghanistan will receive scholarships/stipends to study in the universities/colleges in the network with a specific focus on the AUW and in other colleges in the region.
- **Postgraduate scholarships for female academics:** These scholarships will aim to strengthen the careers of (promising) female academics in Afghanistan. All scholarships

under the project would be merit and need-based with publicly disclosed eligibility and selection criteria.

- **Faculty development and exchange:** An exchange scheme for faculty in institutions of the network to learn and develop new skills, e.g. pedagogical development for faculty, soft skill development, cultural exchange and promote internationalization of higher education.
- **Creation of institutional Gender Development Units.** Universities in the regional network will create gender development units and will provide small incentives to female undergraduate students. These Gender Development Units will provide female empowerment and preparation for the labor market, as well as review of institutions' curricula for soft skill development.
- **Development of Joint Masters' Programs:** Universities in the network will create joint master programs' in priority areas that will specifically target female students.

Sub-Component 3.1: Project Management (US\$35 million, of which IDA US\$5 MILLION BANGLADESH AND IDA US\$2.0 MILLION AFGHANISTAN)

In Afghanistan, MoHE will support the implementation of this project through the Operations and Monitoring Support Team (OMST) of the ongoing Higher Education Development Project (HEDP). Technical assistance will be provided to implement and monitor project activities in the MoHE. Technical assistance will also be procured to develop the ICT capacity of the higher education system. In addition to providing implementation support and capacity building TA, this component will support project operating costs and will support the monitoring, evaluation and reporting of the project. This component will also provide TA support to undertake or commission studies (including tracer surveys, satisfaction surveys etc.) during the project life.

The proposed project is expected to be implemented over a five-year period from 2021 to 2025/26. The project has five components and will be financed through Investment Project Financing (IPF). Component 0 is a US\$0 contingent emergency response component. Component 1, 2 and 3 will implement the national interventions for Bangladesh and Component 4 is dedicated to implement the regional activities in Bangladesh and Afghanistan that also includes establishment of the regional network. Component 5 will support the overall project management, monitoring and communication. Given the ongoing COVID-19 crisis, the project components have been prioritized to identify short-term, medium term and long-term activities under the proposed project.

1.3 Project Location

The project will focus on ten universities (nine public and one private) in Afghanistan, comprised of: These 10 universities are: Kabul University, Kandahar University, Herat University, Nangarhar University, Balkh University, Sheikh Zahid University (Khost province), Bamyán University, Jowzjan University, Kunduz University and Morra University. All these universities are located in provincial capitals throughout the country, including the national capital of Kabul.

1.4 Summary of potential environmental and social impacts

In Afghanistan, the proposed project involves no civil works, as the proposed activities will only support the scholarships, faculty professional development and digital exchange programs. The social risks rating of the Afghanistan activities is therefore rated as moderate. The Ministry has prepared an Environmental and Social Commitment Plan (ESCP). Project activities in Afghanistan consist of technical assistance for capacity building and no civil works are planned and therefore the project risk for Afghanistan is deemed as moderate. The project will take necessary measures to mitigate gender discrimination in higher education and GBV including SEA/SH and IPV. The Government of Afghanistan together with the Bank has developed some GBV and SH protocols specifically for educational settings that will be used as part of the mitigation tools package that would include a GBV action plan and code of conduct in Afghanistan. There may be some light refurbishment work of existing university buildings such as repainting or replacement of windows. When the details of these works are known the requisite labour management procedures will be put in place including anti-COVID-19 measures and code of conduct in relation to female students and the local community.

1.5 Objectives of Stakeholder Engagement Plan

ESS10 of World Bank's ESF requires the government to prepare and implement a Stakeholder Engagement Plan (SEP). Stakeholder engagement is an inclusive process conducted throughout the project life cycle to ensure that consultation and communication, including grievance redress. The overall objective of this Stakeholder Engagement Plan (SEP) is to define a program for stakeholder engagement, including public information disclosure and consultation, throughout the inception, construction and operation phase of the proposed projects. The SEP outlines the ways in which the implementing agency and universities will communicate with stakeholders and includes a mechanism by which people can raise concerns and provide feedback about Implementing Agency (MoHE), and the project itself. The SEP is a useful tool for managing communications between the implementers of a project and its stakeholders, including beneficiaries.

The detailed objectives of the SEP can be summarized as follows:

- Outline the stakeholder engagement requirements of GIROA legislation and World Bank E&S Standards
- Provide guidance for stakeholder engagement, including the timing and methods of engagement with stakeholders throughout the life cycle of the project.
- Identify key stakeholders that are affected, and/or able to influence the project
- Describe the measures that will be used to remove obstacles to participation, and how the views of differently affected groups will be captured.
- Identify effective ways and methods to disseminate project information as per needs of the stakeholders
- Guide IA, and the supervision consultant building mutually respectful, beneficial and lasting relationship with stakeholders
- Establish project-level grievance redress mechanism(s)
- Define roles and responsibilities for the implementation of the SEP

Communicating early, often and clearly with stakeholders helps manage expectations and avoid risks, potential conflict, and project delays. The involvement of the local population is essential to the success of the project in order to ensure smooth collaboration between project staff and local communities and to minimize and mitigate environmental and social risks related to the proposed project.

2. Stakeholder Engagement Activities

The involvement of the local population and international stakeholders is essential to the success of the project in order to ensure smooth collaboration between project staff and local communities and to minimize and mitigate environmental and social risks related to the proposed project. 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 relationships that are important for successful management of environmental and social risks identified in a project.⁹ Communicating early, often, and clearly with stakeholders helps manage expectations and avoid risks, potential conflict, and project delays.¹⁰ In addition, the plan assists in managing stakeholder expectations, which will have a bearing throughout the lifespan of the project. Hence, this SEP provides a plan to interact effectively with stakeholders to support project interests.

2.1 Stakeholder engagement during the project

As the main beneficiaries of the project are women, there is an increased risk of GBV/SEA/SH. During consultations, various female activists mentioned that there had been sustained govt. support for education of girls and women since 1991. At the moment gender parity exists in both primary and secondary education sector with the positive tilt towards girls. The present project would create a healthy and conducive environment for women to pursue tertiary level education. This would also facilitate job opportunity for the graduates along with research facilities for the women graduates. The networking of women within the region would also foster cultural exchange and fraternity while creating job opportunity within the region and beyond. This way the project would empower women in Afghanistan and beyond will not only lead to increased household incomes and contribute towards building a more skilled labor force, but it will also make these individuals more socially mobile. Positive Vertical Social Mobility means that they have experienced an upgrade in their social class. It would also indirectly help in overcoming domestic violence, child marriage, GBV and other women related social vices. Thus, a robust SEP, accounting for various stakeholders' opinions, particularly women, is crucial to the success of the project.

The SEP:

- Involves interactions between and among identified groups of people and provides stakeholders with an opportunity to raise their concerns and share their opinions and ensures that this information is taken into consideration when making decisions pertaining to the project.
- Involves interaction with current students to discuss on present situation, curricula, job opportunities, internship, future research opportunities, gender issues and process of engaging future students.
- Begins early during the project planning process to gather initial views on the project proposal and design.
- Encourages stakeholder's feedback, especially as a way of informing the project design and engagement by stakeholders in the identification and mitigation of environmental and social risks and impacts.
- Ensures prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a timeframe that enables meaningful consultation with stakeholders in a culturally appropriate format, in relevant local languages and is understandable to stakeholders.

⁹ The World Bank (2017), The World Bank Environmental and Social Framework

¹⁰ Pollet., T (2014), A Strategic Approach to Early Stakeholder Engagement

- Considers and responds to feedback.
- Supports active and inclusive engagement with project affected parties, project beneficiary group, current and future students, staffs and faculty, researchers, entrepreneurs etc.
- Ensures that implementation of the SEP will be documented and disclosed prior to Project appraisal.

In addition, the SEP of the HEAT Project will endeavor to disclose information that will allow stakeholders to understand the risks and impacts of the project as well as potential opportunities. And, it will provide stakeholders with access to information, as early as possible before the Bank proceeds to project appraisal, and in a timeframe that enables meaningful consultations with stakeholders on project design.

2.2 Methodology of Stakeholder Engagement

In order to meet the best practice approaches and WB ESS 10 guidelines, HEAT project will follow the following principles for stakeholder engagement:

- Openness and life-cycle approach: public consultations for the project(s) will be arranged during the whole lifecycle, carried out in an open manner, free of external manipulation, interference, coercion or intimidation;
- Informed participation and feedback: information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders’ feedback, for analyzing and addressing comments and concerns;
- Inclusiveness and sensitivity: stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders’ needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups, in particular female students.

Table 1: SEP Techniques

Engagement Technique	Appropriate application of the technique
Correspondences (Phone, Emails, Text, instant messaging)	<ul style="list-style-type: none"> • Distribute information to SHED, UGC and officials of different government agencies, NGOs, Local Government, and organizations/agencies, • Invite stakeholders to meetings and follow-up
Key Informant Interviews	<ul style="list-style-type: none"> • Seeking views and opinions • Enable stakeholder to speak freely about sensitive issues • Build personal relationships
Public meetings/workshop and Focus Group Discussion	<ul style="list-style-type: none"> • Present Project information to a large group of stakeholders, especially communities • Discuss about the all project components • Allow the group to provide their views and opinions • Build relationship with the communities, especially those impacted

Engagement Technique	Appropriate application of the technique
	<ul style="list-style-type: none"> • Distribute non-technical information • Facilitate meetings with presentations, PowerPoint, posters etc. • Record discussions, comments, questions.
Project on website/Information Centre/information Boards	<ul style="list-style-type: none"> • Establish Information Board in each project area • Present project information and progress updates • Disclose, SEP, and other relevant project documentation • Disclose component wise project activities
Direct communication with affected people	<ul style="list-style-type: none"> • Share information on timing of project activities • Collect the opinion about the project
Radio/TV emissions/media	<ul style="list-style-type: none"> • Arrange for broadcast Radio/TV emissions and local/national newspaper to bring the project to large public awareness.
Project leaflet	<ul style="list-style-type: none"> • Brief project information to provide regular update • Site specific project information in local language
Surveys	<ul style="list-style-type: none"> • Gather opinions and views from individual stakeholders • Gather baseline data and develop database for monitoring impacts • Record data and analysis
During COVID-19	
Video Conference, Virtual Workshops/Phone Calls for all appropriate meetings-Focus Group, Interviews (WebEx, Skype, and in low ICT capacity situations, audio meetings and preferred virtual channel by the stakeholders)	<ul style="list-style-type: none"> • Share information on project activities and timing of activities • Collect the opinion about the project • Discuss about the all project components • Allow the group to provide their views and opinions • Build relationship with the communities, especially those impacted • Distribute non-technical information • Record discussions, comments, questions • Allow small groups of people (women, youth, vulnerable people, disabled people, etc.) to provide their views and opinions • Facilitate meetings with presentations, PowerPoint, posters, online polls etc. <p>All channels of communication need to clearly specify how stakeholders can provide their feedback and suggestions. The following procedures will be followed:</p> <ul style="list-style-type: none"> • Participants can register online through a dedicated platform. • Distribution of workshop materials to participants, including agenda, project documents, presentations, questionnaires and discussion topics: These can be distributed online to participants. • Participants can be organized and assigned to different topic groups, teams or virtual “tables” provided they agree to this. Group, team and table discussions can be organized through social media means, such as WebEx, skype or zoom, or through written feedback in the form of an electronic questionnaire or feedback forms that can be emailed back. • The chair of the workshop will summarize the virtual workshop discussion, formulate conclusions and share electronically with all participants.

2.3 Previous Stakeholder Engagement

Due to the emergency situation and limited opportunities to conduct meetings due to COVID-19 and lockdown, no dedicated consultations beyond Government authorities and University management have been conducted during last 5 months. However, the Ministry of higher education previously conducted consultation with University chancellors, professors and representative of ministry of higher education. The below tables include the summary of consultations.

A more detailed account of actions and consultation program is expected to take place after the project effectiveness date and will be included as part of the update of this SEP. The SEP will be continuously updated throughout the project implementation period, as required.

Table 2. Summary of the Stakeholder Engagement Meetings

Project Name	Higher Education Acceleration and Transformation Project
Stakeholders Covered during Consultation Meetings	Shar e Now, Ashraf, Posht e Qala, Bazar e Tala, Dahan e Nalak, Gardab, Kon e Shore, Posht e Qara, Toti, Bazar e Barfak, ANAR Dara, Hezer and Sya laik villages
Name of the provinces	Kabul, Laghman, Nangarhar, Bamyan, Parwan, ghazni, Wardak, Sar-e-Pul, Kunar, and Mazar-e-Sharif
Number of participants:	Totally 18
Consultation meetings date	(15-20 July 2019)
Participants	University chancellors and Professors, The Planning and Policy Director and staff.
Separate meetings with university chancellors	(15 _ 20 July 2019) (individual meetings with Bamyan, Nangarhar, Laghman, Sar-e-Pul, Wardak, Ghazni, Kunar, Mazar-e-Sharif, and Parwan universities chancellors)

Issues Discussed	Stakeholder's Views and Feedbacks
General perception about the project and the awareness about the proposed project (higher education acceleration and transformation project)	They have favorable opinion about the project. MoHE management was aware about the project but they became more aware during the consultations and meetings. Local universities chancellors expressed their readiness to cooperation about the project effectiveness.

Support of stakeholders from the proposed project	All participants urged that they will extend full support to the project. They assured their support and security and also promised to introduce skilled lecturers and students for the scholarships.
Identification of Environmental & Social sensitive location	Considering the scope of activities, no environmental/socially sensitive locations were identified. Because the project will cover no construction/ civil works.
Grievance Redress Committee (GRC)	A Grievance Redress Committee has already established at ministry level and University level GRCs at 28 provinces across Afg. The GRC members are agreed to utilize the existing GRM system for HEAT project and requested for additional GRM trainings.
Other benefits of Project	The participants expressed that the proposed project will provide the university lecturers with scholarships. Thus, will finally increase faculty's professional development. In addition, the education technologies that will be provided to both students and lecturers will deliver better services for the universities.
Views of women	Women welcomed the proposed. They also thanked for provision of scholarships for Afghan female that will be awarded by the mentioned project.

2.4 Engagement methods and tools in light of COVID-19 outbreak

With the outbreak and spread of COVID-19, people have been mandated by national or local law to exercise social distancing, and specifically to avoid public gatherings to prevent and reduce the risk of the virus transmission. Various restrictive measures have been adopted including some imposing strict restrictions on public gatherings, meetings and people's movement, and others advising against public group events. At the same time, the general public has become increasingly aware and concerned about the risks of transmission, particularly through social interactions at large gatherings.

WHO has issued technical guidance in dealing with COVID-19, including: (i) Risk Communication and Community Engagement (RCCE) Action Plan Guidance Preparedness and Response; (ii) Risk Communication and Community engagement (RCCE) readiness and response; (iii) COVID-19 risk communication package for healthcare facilities; (iv) Getting your workplace ready for COVID-19; and (v) a guide to preventing and addressing social stigma associated with COVID-19. All these documents are available on the WHO website through the following link: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>.

Given the COVID-19 pandemic situation, managing public consultation and stakeholder engagement in the Project needs to adhere to national requirements and any updated guidance issued by WHO. The alternative ways of managing consultations and stakeholder engagement will be in accordance with the local applicable laws and policies, especially those related to media and communication. The suggestions set out below are subject to confirmation that they are in accordance with existing laws and regulations applying to the project.

With growing concern about the risk of virus spread, there was an urgent need to adjust the approach and methodology for continuing stakeholder consultation and engagement. Taking into account the importance of complying with national law requirements, below are some suggestions for stakeholder consultation amidst COVID-19 outbreak:

- Identify and review planned activities under the project requiring stakeholder engagement and public consultations.
- Assess the level of proposed direct engagement with stakeholders, including location and size of proposed gatherings, frequency of engagement, categories of stakeholders.
- Assess the level of risks of the virus transmission for these engagements, and how restrictions that are in effect in the country / project area would affect these engagements.
- Identify project activities for which consultation/engagement is critical and cannot be postponed without having significant impact on project timelines.
- Assess the level of ICT penetration among key stakeholder groups, to identify the type of communication channels that can be effectively used in the project context.

Based on the above, specific channels of communication that will be used while conducting further stakeholder consultation and engagement activities need additional considerations. The following are some considerations while selecting channels of communication, in light of the current COVID-19 situation:

- Avoid public gatherings (taking into account national restrictions), including public hearings, workshops and community meetings;
- If smaller meetings are permitted, conduct consultations in small-group sessions, such as focus group meetings; If not permitted, make all reasonable efforts to conduct meetings through online channels, including WebEx, Zoom and Skype;
- Be sure that everyone involved in stakeholder planning articulate and express their understandings on social behavior and good hygiene practices, and that any stakeholder engagement events be preceded with the procedure of articulating such hygienic practices.
- Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for the purpose, based on the type and category of stakeholders;
- Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-lines, and mail) when stakeholders do not have access to online channels or do not use them frequently. Traditional channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;
- Where direct engagement with project affected people or beneficiaries is necessary, identify channels for direct communication with each affected household via a context specific combination of email messages, mail, online platforms, dedicated phone lines with knowledgeable operators;

- Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders;
- However, in situations where none of the above means of communication are considered adequate for required consultations with stakeholders, IA should discuss whether the project activity can be rescheduled to a later time. Where it is not possible to postpone the activity or where the postponement is likely to be for more than a few weeks, IA should consult WB Teams to obtain advice and guidance.

3. Stakeholder Identification and Analysis

3.1 Stakeholder Identification and analysis

Stakeholder engagement process for the HEAT project has started from identification, mapping and analysis. It is anticipated that this SEP will help clarify the stakeholder identification procedure at the national level and regional level for the forthcoming stages. The following criteria, adjusted to take account of local specific conditions, are being followed for the identification of stakeholders:

Influence: A social group may be able to substantially influence project implementation or on-going operations;

Partnership: There are opportunities for building partnership relations between the project developer and a given social group in the framework of the project implementation or on-going operations;

Dependency: Project implementation may significantly affect a given social group, in particular, it may affect vital interests of its representatives if they are dependent on the project on-going operations in economic or financial terms;

Representation: A social group may have a right to represent interests with regard to a project or on-going operations, and this right is legitimated through legislation, custom and and/or cultural specifics;

Expressed interest: A social group and/or individual may express interest to a project or on-going operations, and this group is not necessarily directly affected by the planned or current activities

Table 3 Potential Stakeholder Group

Stakeholder group	Interest/cause in engagement
National Universities	Universities from China, India, Nepal have shown interest with the exchange program. Other Universities in the region could also join as project matures.
Researchers, scientist and teachers	International Researcher, teachers may be interested with the research programs, faculty exchange programs and work as Experts for improving Pedagogy.

Stakeholder group	Interest/cause in engagement
International Students	International Students will be interested with the exchange program and research plus undertaking undergraduate and postgraduate studies
Ministry of Higher Education, Afghanistan	Legislative and executive authorities. Functions of supervision and monitoring
International development partners and NGOs	As different international universities, students, teachers and researchers will be beneficiary of this project, development partners may be interested
Suppliers and vendor	Up gradation of laboratories, equipment's, construction works etc.
Administrative body of Ministry of Planning, Ministry of Finance and Ministry of Education	Legislative and executive authorities. Functions of supervision and monitoring
University Grants Commission	Will assist SHED in day to day activities of project
NGOs	Represents the interests of different interested parties and vulnerable groups
Mass media (Print and Electronic)	They are intermediaries for informing the general public about the planned activities of the project developer and for information disclosure in connection with the proposed HEAT project.
Project affected People	Public and private Universities, faculty members, professors, students, female students, researchers, and non-teaching staff.
Medical and Health Facilities	Nearby medical and health facilities need to be informed about project activities as individuals related to project activities may need medical help during the life cycle of the project. This is especially relevant due to the COVID-19 pandemic.
Civic and Women organizations in the area	Different women organizations in the project will be highly interested with the project as during the implementation and operational stage, there may be issues of GBV and employment of local women in the project.
IT vendors	Due to Covid-19, IT vendors need to be told to give additional support for connections to help stakeholder engagements, facilitate online classes and help with other network/connectivity issues as project activities are hugely anticipated to shift to revolve around online learning.
Local level	

Stakeholder group	Interest/cause in engagement
Local community leaders	Represents interests of affected communities (land users, local businessmen etc.) and vulnerable groups
Local government and administrative bodies	Due to the development and construction works, local administrative permissions are required
Local land users and other local population	Potential vulnerable groups, affected communities and other interested parties living in close vicinity to the project areas

3.2 Stakeholder Categorization

For the purposes of effective and tailored engagement, stakeholders of the proposed project(s) can be divided into the following core categories:

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.

Other Interested Parties: Individuals/groups/entities that may not experience direct impact 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; and

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 status¹¹, and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

Engagement with all identified stakeholders will help ensure the greatest possible contribution from the stakeholder parties toward the successful implementation of the project and will enable the project to draw on their pre-existing expertise, networks and agendas. It will also facilitate both the community's and institutional endorsement of the project by various parties. Access to the local knowledge and experience also becomes possible through the active involvement of stakeholders.

3.3 Affected Parties

The main directly-affected parties will be university academics, private universities, faculty members, researchers and administrators and the female students at both undergraduate and graduate levels. Project will affect different stakeholders positively in different ways. Modernizing the curricula, soft and digital literacy skill, research collaboration with industries etc. will increased more job opportunities and

¹¹ 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.

strengthen interaction among employer, graduates and institutions. Online courses, digital library will support financially disadvantaged students to graduate indifferent skill development. Including model of excellence in higher education for women, creating women friendly facilities through the project will promote women and empowerment. Student exchange program and exchange of knowledge between universities and college leaders will increase the capacities of students, teachers and employers.

Local NGOs and initiative/advocacy groups represent the considerable capacity that the project may tap for disseminating the information and raising awareness of the planned activities among the potentially affected communities in the project area. NGOs typically have well established network with the local communities, who are able to propose the most effective and culturally appropriate methods of liaising based on the local customary norms and prevailing means of communication and possess the facilitation skills that may be utilized as part of the project's consultations. In addition, NGOs may lend assistance in disseminating information about the proposed project(s) to the local communities, including in the remote areas (e.g. by placing information materials about the project in their offices, distributing the project information lists during events that they are organizing), and provide venues for the engagement activities such as focus-group discussions.

3.4 Other Interested Parties

The interested parties will include other public and private universities in Afghanistan, teachers, students and researchers, corporate organizations, CSOs, Media and NGOs would be interested with this project as it aims to support scaling up to all public and newly established private universities in the country. Students and faculties from Nepal, India, China and other regional countries namely Bhutan, Sri Lanka etc. will be interested to reap benefit from the project as their male and female students, researchers and faculty members under exchange program would be able to undertake internship and participate in sponsored research in various national and MNCs through implementation of the project.

3.5 Vulnerable Groups

Inclusion of digital technologies, modern curriculum IT centers etc. in different public and private universities, may not be suitable for the old age teachers, students, physically and mentally impaired students and researchers from home and abroad. Foreign students and faculty may also face challenges mixing with a culture that is different from the cultures of their home. However, in the project Laboratories, teaching centers, academic complex etc. are being planned to be developed in a user-friendly manner for the disable students, teachers and researchers to get the best outcomes.

A significant factor in achieving inclusiveness of the engagement process is safeguarding the participation of vulnerable individuals in public consultations and other engagement forums established by the project. The vulnerability may stem from person's origin, gender, age, health condition, economic deficiency and financial insecurity, ethnicity, disadvantaged status in the community (e.g. minorities or fringe groups), dependence on other individuals or natural resources, etc.

Engagement with the vulnerable groups and individuals often require the application of specific measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and input to the overall process commensurate to those of the other stakeholders.

Within the Project Area of Influence, the vulnerable groups may include and are not limited to the following:

- ✓ Students with low incomes who may have connectivity issues during disasters or pandemics
- ✓ Physically impaired students, teachers, and researchers from home and abroad.
- ✓ Persons (either from local communities or students) from ethnic or religious minorities
- ✓ Physically disabled students, researchers, faculty members and other staffs working under the project.

Vulnerable groups within the communities affected by the project will be further confirmed and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

4. Stakeholder Engagement Program

4.1 Stakeholder Engagement Methods and Tools

Due to the nature of the activities, the project intends to utilize various methods of engagement that will be used by as part of its continuous interaction with the stakeholders. For the engagement process to be effective and meaningful, a range of various techniques need to be applied that are specifically tailored to the identified stakeholder groups. Different international universities, students, researchers are the interested stakeholders in this project and more unidentified regional and international stakeholders will be engaged in this project. Due to the unexpected COVID-19 situation, the stakeholder engagement methods may change going forward. As such, various specific stakeholders are yet to be identified, methods used for consulting with statutory officials may be different from a format of liaising with the local communities, interested groups and international stakeholders.

The format of every consultation activity should meet general requirements on accessibility, i.e. should be held at venues that are easily reachable and do not require long commute, entrance fee or preliminary access authorization, cultural appropriateness (i.e. with due respect to the local customs and norms), and inclusiveness, i.e. engaging all segments of the local society, including disabled persons, the elderly, minorities, and other vulnerable individuals. If necessary, logistical assistance should be provided to enable participants from the remote areas, persons with limited physical abilities and those with insufficient financial or transportation means to attend public meetings scheduled by the project. This form of stakeholder engagement is largely expected to shift to virtual methods through video conferencing.

Ensuring the participation of vulnerable individuals and groups in project consultations may require the implementation of tailored techniques. Since their vulnerable status may lead to people's diffidence and reluctance or physical incapacity to participate in large-scale community meetings, visiting such individuals/ families at their homes or holding separate small group discussions with them at an easily accessible venue is a way for the project to reach out to the groups who, under standard circumstances, are likely to be insufficiently represented at consultations. The outline presented in the table below summarizes the main target stakeholders of the project, types of information to be shared with stakeholder groups, as well as specific means of communication and methods of notification.

Table 4. Stakeholder engagement program through-out project life cycle

Project stage	Target stakeholders	List of information to be disclosed	Methods and timing proposed
Project Preparation	Government entities; Public and Private Universities, national research entity, faculty members; student associations, NGOs, CSOs and academics; media representatives; others	Project concept, E&S principles and obligations, documents, Consultation process/SEP, Project documents-ESCP, GRM procedure, update on project development	Dissemination of information via dedicated project website, VCs broadcasting (for those who do not have smart phones) including hard copies at designated public locations; Information leaflets and brochures; and meetings, including with vulnerable groups while making appropriate adjustments to formats

			in order to take into account the need for social distancing.
Implementation of public awareness programs	Affected parties, vulnerable groups, public and private universities, students both male and female, student association, government entities, other public authorities	Update on project development; procedures for scholarship programs, GRM procedures and communication strategy	Public notices; Electronic publications via online/social media and press releases; Dissemination of hard copies at designated public locations; Press releases in the local media; Information leaflets and brochures; audio-visual materials, separate focus group meetings with vulnerable groups, while making appropriate adjustments to consultation formats in order to take into account the need for social distancing
During project implementation	Affected parties, vulnerable groups, Government entities; Public and Private Universities, national research entity, faculty members; student associations, CSOs, NGOs and academics; media representatives; others	SEP, relevant E&S documents; GRM procedure; regular updates on Project development	Public notices; publications and press releases on the Project website & via social media; Dissemination of hard copies at designated public locations; Press releases in the local media; Consultation meetings, workshops, separate focus group meetings with vulnerable groups, while making appropriate adjustments to consultation formats in order to take into account the need for social distancing
Project life cycle	Affected parties, vulnerable groups, Government entities; Public and Private Universities, national research entity, faculty members; student associations, CSOs, NGOs and academics; media representatives; others	<ul style="list-style-type: none"> - Seeking views and opinions - Invite stakeholders to small and large groups and follow-up - Allow groups to comment – opinions and views and share feedbacks - Beneficiary feedback survey - Build impersonal relation with different level of stakeholders - Record discussions - Enable stakeholders to speak freely about project activities and sensitive issues 	<ul style="list-style-type: none"> - Correspondences (Phone calls, Emails and Text messaging) - WhatsApp and Facebook posts - Virtual and Face to face interviews - Post and feedback via Website - Formal and Public Meetings, - Focus Group discussions

4.2 Advance Public Notification

Advance public notification of an upcoming consultation meeting will be given, and it will be available via publicly accessible locations and channels. The project's staff will therefore maintain regular checks in order to ensure that the notifications provided on the public boards remain in place and legible. In case of international stakeholders, notice will be given through email, phone calls, through websites etc.

4.3 Communication with project affected people and vulnerable communities

Another critical aspect of the meeting preparation process is selecting the methods of communication that reach the potential audience with lower levels of literacy or those who are not well-versed in the technical aspects of the project. Oral communication is an option that enables the information to be readily conveyed to such persons.

Taking of written minutes of the meeting by a specially assigned person or a secretary; Audio recording (e.g. by means of voice recorders); and Photographing.

Bearing in mind that some of the participants might find completion of the evaluation form challenging due to the literacy constraints or concerns about their confidentiality, the distribution of the feedback forms should always be explained that filling the form is optional. Some persons may be willing to express their feedback verbally and in this case a member of Project staff will be allocated to take notes.

The SEP will remain in the public domain for the entire period of project development and will be updated on a regular basis as the project progresses through its various phases, in order to ensure timely identification of any new stakeholders and interested parties and their involvement in the process of collaboration with the project. The methods of engagement will also be revised periodically to maintain their effectiveness and relevance to the project's evolving environment.

5. Resources and Responsibilities for implementing stakeholder engagement activities

5.1. Resources

The IA (MoHE) will be in charge of stakeholder engagement activities. The mitigation measures of the social and environmental impacts of project will be also estimated and included in the project budget. The budget will need to cover staff costs related to communication and grievance management.

Budget: Under the **Sub-Component 3.1: Project Management** will cover the cost of activities under SEP, hiring GBV service provider and development of communication and GRM activities including training and awareness programs. The below table include a tentative budget for implementation of this SEP.

SL	Activities	Unit cost/USD	No of expert/quantity	Man-month	Total
1	Information/ communication materials		Lump sum		5000
2	Awareness raising workshop/training and Consultation/meetings		Lump sum		5000

3	TV/Radio Advertisement	Lump sum	5000
4	GBV and GRM related activities and dissemination related expenditures including operators for Toll Free Number operation	Lump sum	20000
Total			35,000

5.2. Institutional Arrangement

In Afghanistan, the Ministry of Higher Education (MoHE) and Ministry of Finance (MoF) will jointly support the relevant project related activities. MoHE will support the implementation of this project through the Operations and Monitoring Support Team (OMST) of the ongoing Higher Education Development Project (HEDP). MOHE has formed a Steering Committee that is led by the Minister of Higher Education and includes membership of others in the leadership as well as the project team. The SC has the overall responsibility for the oversight of the project and key decision-making processes. The SC's mandate will be expanded to also include and maintain oversight of HEAT and the decision-making process. In consultation with HEAT, additional and targeted technical assistance (TA) will be added to the structure of OMST specifically to monitor and coordinate the implementation of HEAT activities in Afghanistan. OMST will also facilitate the interface with the participating higher education institutions for monitoring and implementation of activities under HEAT.

Existing OMST have one Safeguard /GRM specialist who will be responsible for implementation of SEP. The GRM specialist has sufficient experience with WB Safeguard Policies and development/implementation of consultation and GRM procedures. The Safeguard and GRM specialist is supported by provincial focal GRM coordinators who are based at provincial universities.

6. Grievance Redress Mechanism

The main objective of a Grievance Redress Mechanism (GRM) is to assist to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions. Specifically, the GRM:

- Provides affected persons with avenues for making a complaint or resolving any dispute that may arise during the course of the implementation of project activities;
- Ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants; and
- Avoids the need to resort to judicial proceedings.

The GRM will be accessible to all Internal, external, regional and international stakeholders, including affected persons, University students, civil society, media, vulnerable people and other interested parties. External stakeholders including international and regional can use the GRM to submit complaints, feedback, queries, suggestions, or even compliments related to the overall management and implementation of the HEAT project. The GRM is intended to address issues and complaints in an efficient, timely, and cost-effective manner. The overall objectives of the GRM are to:

- Provide a transparent process for timely identification and resolution of issues affecting the project and people
- Strengthen accountability to beneficiaries, including project affected people. Failure to fulfill commitments,
- GBV and gender issues
- Complaints or comment from different public, private and international universities
- Complaints, comments or suggestions from students, teachers,

6.1 Description of existing GRM system for HEAT project

MoHE will use and upgrade the existing Grievance Redress Mechanism (GRM) established under HEDP project. The MoHE has already developed the GRM manual which includes the key GRM principles, Grievance procedures, uptake channels, value chain, types and categorization of grievances, ToRs for GRM focal point and GRC members. MoHE has already established the Grievance Redress Committee at Ministry level and at 27 GRCs at Universities in Provinces which will be utilized by HEAT project.

Grievance Redress Committees (GRC):

To ensure transparency and liability in the implementation of HEAT project, the grievance redress committee (GRC) at two level were already constituted under HEDP:

- Ministry Level GRC
- Site Level GRCs at Universities

The Grievance Redress Committee (GRC) at MoHE are:

- Director of HEDP, (Chair)
- Communication Specialist / HEDP, (GRM Focal Point)
- Academic Managers /HEDP, (Members)
- Environmental and Social Safeguards Specialists, HEDP(Members)
- Plan and Policy Director/ MoHE (Member)
- Gender Head/ MoHE (Member)

The committee at the MoHE Level reviews and addresses those grievances which were not resolved at sub-project level. The complaints would then be referred to MoHE from site committee through University Coordinator (GRM Focal Point at university) to be either redressed or referred to the next referral points for the follow up.

The members of Grievance Redress Committee (GRC) at University level:

- University Leadership (voice chancellor)
- University Coordinator (GRM Focal Point)
- Faculty Deans (Members)
- Representative from concerned local government
- Construction project's focal point
- University Gender Officer

The committee at the site starts taking action on redressing of grievance as they receive it from the GRM Focal Point (University Coordinator). They would then refer it to high committee if the grievance is not resolved at the site level. If the grievance is redressed at the site/ field the final report would be shared with the committee at Project level.

TOR for GRM Focal Point:

- Receiving, recording and sorting of grievances
- Conducting an initial assessment of grievances
- Referring grievances to appropriate units or persons;
- Tracking, monitoring, documentation, evaluation and reporting

TOR- Committee Members:

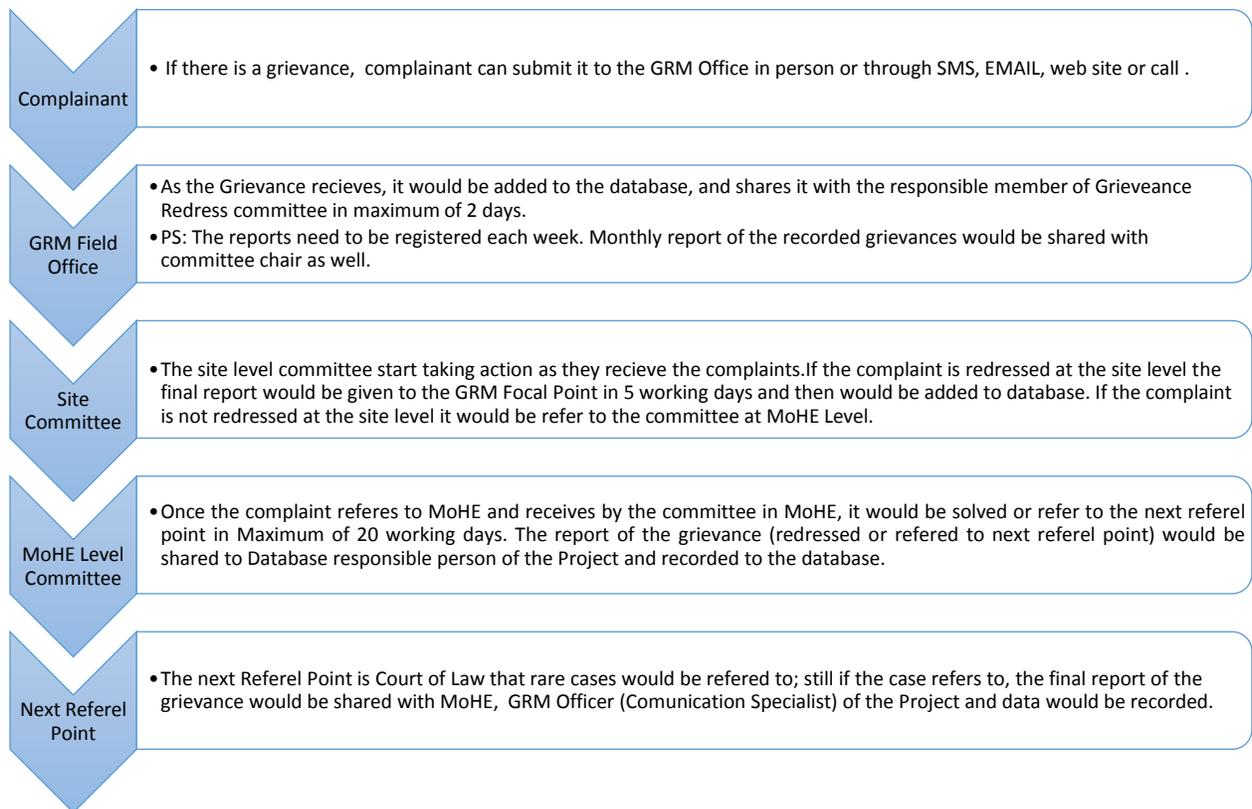
- Determining the resolution process;
- Making decisions, including parameters and standards for accurate and consistent decision making;
- Directing relevant agencies responsible for implementing decisions;
- Notifying complainants and other affected parties of eligibility of the complaint, the resolution process, and outcomes; & Field visits (if needed)
- Complainants visit (if needed)

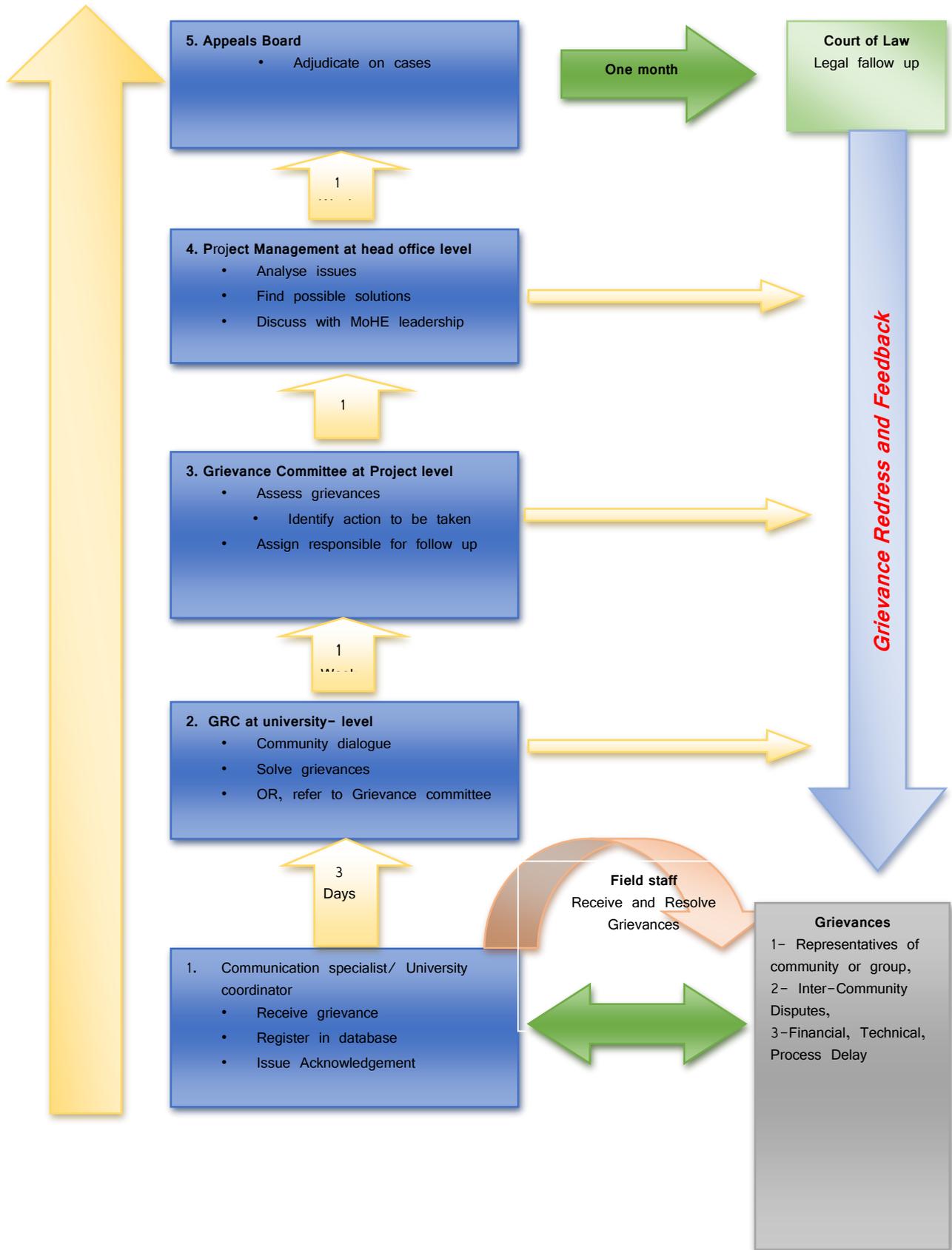
Grievance uptake channels:

- Email: The official email for GRM for receiving the grievances is grm.mohe@gmail.com
- Phone: The phone number for GRM would be available on all working days from 8:00 am- 4:00 pm. 0093 798*****
- Verbal/ Personal Visit: For in person submissions, the person can visit GRM Focal Point in his/her office on any of the working days from 8:00 am- 4:00 pm.
- HEDP Website: The GRM function has been designed on website and the grievance form in local languages are available which to be used by complainants. HEDP WebSite. <http://www.hedp.af/>
- Compliant Boxes: MoHE has already installed the complaint boxes in all the universities. Any complainant can send their complaint through the boxes and the complaint boxes would be opened by GRM Focal Points (university coordinators) weekly.

In 2019, the Ministry of higher education conducted the GRM training and awareness programs for more than 90 participants including project staff, professors from 30 university, GRC members and project beneficiaries.

GRM value chain and processing Chart





6.2 GBV GRM

A separate GBV GRM will be set up with referral methods and first-cut mapping of GBV-service providers during COVID-19 has been done (which will be included in Gender and GBV Action plan). This will be accessible by all project affected people - including students and university staff. There will be a Gender/GBV specialist hired to oversee, monitor and report any GBV related issues and provide specific training to all project affected staff. There will be overall monitoring by SHED and UGC as well.

6.3 World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may also complaints directly to the Bank through the Bank's Grievance Redress Service (GRS) (<http://projects-beta.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>). A complaint can be submitted to the Bank GRS through the following channels:

- By email: grievances@worldbank.org
- By fax: +1.202.614.7313
- By mail: The World Bank, Grievance Redress Service, MSN MC10-1018, 1818 H Street Northwest, Washington, DC 20433, USA

The complaint must clearly state the adverse impact(s) allegedly caused or likely to be caused by the Bank-supported project. This should be supported by available documentation and correspondence to the extent possible. The complainant may also indicate the desired outcome of the complaint. Finally, the complaint should identify the complainant(s) or assigned representative/s, and provide contact details. Complaints submitted via the GRS are promptly reviewed to allow quick attention to project-related concerns.

7. Monitoring and reporting

7.1. Involvement of stakeholders in monitoring activities

Involvement of the stakeholders in monitoring is mandated by the project and it will be carried out to ensure that the mitigation plans are regularly and effectively implemented. The Ministry of Higher Education (MoHE) and Ministry of Finance (MoF) would jointly support the relevant project activities. MoHE will support the implementation of this project through the Operations and Monitoring Support Team (OMST) of the ongoing Higher Education Development Project (HEDP).

The monitoring system will be conducted at two levels. At the HQ level monitoring, to ensure that the plans are being effectively implemented. At the provincial level, more frequent monitoring will be carried out by the relevant staff, together with local government, the project management team (responsible for implementation and monitoring), relevant practical indicators to enable effective monitoring will be identified by project staff in close liaison with the MoHE and the provincial departments during consultations on possible impacts of project activities. It was agreed that MoHE will hire additional monitoring specialist who will be responsible to monitor the project activities and implementation of SEP at national level. Moreover, the Bank hired Third Party Monitoring Agency will also be engaged to monitor the project activities at HQ and provincial level.

Monitoring report comprise of details together with other observations collected from various stakeholders (e.g. representatives of the MoHE, Universities, provincial departments of Higher education, and local government officials.)

7.2. Reporting back to stakeholder groups

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

Quarterly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions, will be collated by the designated GRM focal point, and referred to the senior management of the project. The quarterly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner.

Information on public engagement activities undertaken by the Project during the year will be conveyed to the stakeholders in the following manner:

- Publication of a standalone annual report on project's interaction with the stakeholders.
- Monitoring of a beneficiary feedback indicator on a regular basis.

