

RMI Education and Skills Strengthening Project



STAKEHOLDER ENGAGEMENT PLAN

National Training Council and Public Schools System as Implementing Agencies supported by the Centralized Support Unit of the Division of International Development Assistance.



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1. Introduction

1.1. General

The Republic of the Marshall Islands (RMI) Government, with the support of the World Bank, has prepared the Education and Skills Strengthening Project (ESSP or the Project) to increase the quality and accessibility of

technical and vocational education and training (TVET) opportunities, and improve labor market outcomes for Marshallese residing in the RMI and abroad.

The project is expected to bring about significant social and economic benefits by lifting the educational outcomes of young Marshallese to effectively engage and contribute to the workforce in RMI and abroad. The ESSP will also reduce gender gaps in TVET participation and increase the availability of technical skills in vulnerable outer island communities. Secondary benefits will accrue by reducing urban migration through expanding training and livelihood options in the outer islands, and by decreasing the need for the private sector to import skilled and semi-skilled workers

1.2. Stakeholder Engagement Plan

Pursuant to the World Bank’s Environmental and Social Framework (ESF), as set out in Environmental and Social Standard 10 (ESS10), this Stakeholder Engagement Plan (SEP) was prepared in view of the nature and scope of planned activities, with due consideration to expected impacts and potential risks .

The purpose of the SEP is to ensure appropriate stakeholder consultation, participation and information sharing at all levels - including project sites and communities, with the goal of supporting ESSP decision-making and implementation. The SEP stresses the need for beneficiaries and other stakeholders to have ample opportunity to express their views on project objectives, activities and consequences. The SEP is an essential tool in effectively managing communication between the project, beneficiaries and stakeholders.

Implementation of this SEP involves the following steps:

- i. Conducting stakeholder identification and analysis
- ii. Planning how best to engage with different groups of stakeholders
- iii. Disclosing relevant information in accessible formats and locations
- iv. Consulting with stakeholders
- v. Addressing and responding to grievances, and
- vi. Reporting to stakeholders.

This ESP is a “live” document which will be updated in response to evolving circumstances, demands and lessons learned throughout project implementation.

1.3. Project Summary

The ESSP will support improvements in foundational academics, employability, and life skills of high school students; provide expanded access to higher quality of technical and vocational education and training; strengthen workforce planning and employment services, and assist with reform of civil public services.

Project beneficiaries are Marshallese youth, education sector employees - and the civil service more broadly, and private sector employers in Majuro and abroad (mainly in the US).

The ESSP has four 4 components and nine sub-components as shown in the following Table.

Component 1	Access to and quality of foundational and vocational secondary education Improve the acquisition of foundational skills (English and Math), market-relevant, and practical skills among secondary school students. Furthermore, the component aims to promote access to and learning in secondary schools by youth from outer islands. The support is organized around three subcomponents.
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WORLD BANK RMI EDUCATION AND SKILLS STRENGTHENING PROJECT
Stakeholder Engagement Plan and Grievance Redress Mechanism

Subcomponent 1.1	Foundational skills in secondary schools.
Subcomponent 1.2	Vocational and island life skills in secondary schools
Subcomponent 1.3	Equity access to quality secondary education
Component 2	Access to and quality of technical and vocational skills development Increase equitable access to quality and relevant technical and vocational education program leading to college-level certificate or diploma as well as shorter skills development programs. The support is organized around two subcomponents.).
Subcomponent 2.1	Design and delivery of market-relevant skills development programs.
Subcomponent 2.2	Equitable access to TVET training and skills development programs
Component 3	Strengthening the institutions for workforce development Strengthen workforce planning, skills recognition, and employment services, with a view to improving labor market outcomes for Marshallese at home and abroad. The support is organized around four subcomponents.
Subcomponent 3.1	Improved labor market information
Subcomponent 3.2	Career counselling and job matching services
Subcomponent 3.3	Recognition of Prior Learning
Subcomponent 3.4	Work placement and internships program.
Component 4	Project Implementation Support, Planning, Capacity Building, and Monitoring and Evaluation Support implementation and monitoring and evaluation. Under this component, the project will finance the following long-term consultants (one project manager, two component coordinators, one program assistant), short-term consultancy services to provide technical assistance on preparing for the end of the Compact and on communication strategies; and supplies, transport, travel, meetings, etc. (operating expenses).

The ESSP includes the following activities:

- Development of curriculum, assessment and training materials including production of guidelines;
- Development of human rights, cultural affirmation and traditional skills teaching and learning materials and methods;
- Payment of bonuses for teachers delivering after-school tutoring and summer school classes;
- Provision of stipends to trainees for short skills development programs;
- Payment of subsidies for graduate wages;
- Provision of childcare services/support to encourage female participation;
- Procurement of computers and equipment;
- Provision of training to teachers and principals and additional teaching support;
- Renovation and construction of identified educational facilities and dormitories;
- Provision operational materials and support for TVET facilities;

- Procurement and maintenance of equipment and management of waste and hazardous materials;
- Provision of technical advisory services relating to human resource planning and recruitment, remuneration, performance management and other aspects of managing the public sector workforce and provision of relevant, high quality TVET training;
- Strengthen and expand the role of school and career counsellors to include greater emphasis on continuing education, employment and career pathways, and addressing socio-cultural issues that negate student attendance and performance., and
- Recruitment of staff to manage and implement the project.

Activities will be undertaken at the following locations:

Majuro: College of the Marshall Islands (CMI) Arrak Campus and Laura High School

Ebeye: Gugeegue Kwajalein Atoll High School; NTC facility at Ebeye

Jaluit: Jaluit High School

Wotje: Northern High School

1.4. Environmental and Social Risk Classification

1.4.1. Risk Rating

According to the Concept Environmental and Social Review Summary¹ (ESRS), the Project has a combined Moderate Environmental and Social Risk rating.

1.4.2. Environmental Risks

Environmental risks are identified in the ESRS as Moderate and relate primarily to construction activities. Site locations are not in environmentally or socially sensitive areas, and the low magnitude and predictable nature of risks, can be readily mitigated through specified mitigation measures as set out in the Environmental and Social Management Plan (ESMP).

Potential risks due to building renovations and construction relate to managing water use, wastewater and solid waste, and ensuring community and occupational health and safety (OHS). Risks also relate to resource use and waste arising from vocational training in upgraded and new technical and vocational education and training (TVET) facilities over time. The ESMP includes tools to identify and manage these risks using Good International Industry Practice. Risks relating to non-physical works are considered Low.

1.4.3. Social Risks

The social risks to project beneficiaries (including students, teachers and schools) during construction include: i) potential disruptions to learning caused by noise and air-borne pollutants and/or reduced access to classrooms if works are undertaken when schools are operational; and ii) health and safety issues caused by unsafe work practices and/or uncontrolled access to construction sites.

These types of risks can be effectively managed by: i) ensuring project works are undertaken during semester break and securing off-site temporary classroom space if necessary; ii) ensuring construction areas remain inaccessible to unauthorized persons and that proper safety procedures are followed, and iii) transport logistics include consultation with school management to ensure safe passage and access. It will be

¹ WB Report No: ESRSC01042, dated 03/10/2020 |

important that site-specific codes of practice are developed and that workers are trained and properly supervised.

Gender-based violence, including all forms of physical, sexual and psychological abuse, is seriously entrenched in RMI society. However, the risk of sexual exploitation and abuse and sexual harassment (SEAH) is assessed as “low” as worker behavior can be informed by appropriate training and code of conduct and good oversight/supervision and works will also be planned to avoid school semesters. SEAH service providers are available in RMI and will be consulted during early implementation to plan the training and advice.

A range of mitigation measures have been developed to significantly reduce the risk of SEAH including:

- i. Ensuring all Project workers sign a Code of Conduct prohibiting any form of SEAH, and attend mandatory awareness training
- ii. Ensuring proper oversight and supervision of construction workers as set out in works contracts
- iii. Ensuring Project works are carried out during semester breaks or at other times that students are not on-site
- iv. Providing awareness materials for school personnel, students and parents, to increase awareness of SEAH issues and options and Project Grievance Procedures, and
- v. Consulting with SEAH service providers at national and site level to establish and implement response, reporting and referral mechanisms for victim support and perpetrator investigation.

In addition to social risks associated with construction, project implementation will involve a analysis of potential issues related to boarding facilities for male and female students. This will include identifying design options to maximize safety, security, and privacy in view of community practices and cultural perspectives. In addition, new or renovated school buildings and boarding facilities that involve water and sanitation upgrades will ensure proper menstruation hygiene management (MHM) and other best practice WASH standards, which is expected to improve attendance and participation of female students. This review will take place once detailed designs are available.

While social risks related to non-physical works are considered Low/moderate the project can play an important role in raising awareness of key stakeholders, including school personnel, students and parents on social protection issues, prevention, and response.

1.5. Implementation Agencies

The RMI Ministry of Education, Sport and Training (MoEST) is the Project implementing agency, with focus agencies being the National Training Council (NTC), the Public School System (PSS), and the Ministry of Finance, Postal and Banking Services (MoFPBS). A Project Implementation Unit (PIU) will be housed within the NTC and will have responsibility for the day-to-day operations and supervision of project consultants and contractors. A Project Steering Committee will be established to oversee Project implementation and will be comprised of representatives from the MoF, PSS, NTC, the University of the South Pacific (USP), CMI, the Division of Labor (Ministry of Justice), the PSC, the Ministry of Culture and Internal Affairs, the RMI Chamber of Commerce and non-governmental organizations.

Project environmental and social safeguard instruments were prepared by the Centralized Implementation Unit (CIU) of the Division of International Development Assistance in the MoF, who will play a key role in implementation and oversight of these procedures in collaboration with Project workers.

2. Stakeholder Identification and Analysis

To ensure relevant and meaningful engagement, project stakeholders can be divided into three main groups:

- i. **Affected Parties:** Includes persons, groups and other entities who are directly influenced (actually or potentially) by the project and/or who are closely engaged in Project development and implementation, including decision-making on mitigation and management measures;
- ii. **Other Interested Parties:** Includes individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way (for example through an ability to influence and make decisions on the Project); and
- iii. **Vulnerable Groups:** Includes persons who may be disproportionately impacted or further disadvantaged by the project (compared to other groups) due to their particular vulnerability², and who may require special efforts to ensure their equitable representation and participation in project planning and decision-making processes.

It is especially important to understand how a project can affect disadvantaged or marginalized groups of people (positively and negatively), who often do not have adequate voice to express their views or to benefit from project activities. Finding effective ways to engage with these people is critical to meeting the needs of the most vulnerable members of society.

ESSP stakeholders that fall into these categories are summarized below.

2.1. Affected parties and beneficiaries

Affected Parties include:

- Principal, teachers and students at Laura High School, Kwajalein Atoll High School, Jaluit High School and Northern High School on Wotje
- Staff of College of the Marshall Islands (CMI) and University of the South Pacific (USP) Majuro
- Current students in RMI who will benefit from strengthened TVET opportunities
- Marshallese youth groups such as Youth to Youth; Jo Jikum; church groups
- Community members in Jaluit, Wotje, Ebeye, Gugeegue
- Staff of the NTC and PSS
- WUTMI (Women United Together Marshall Islands).

2.2. Other interested parties

Other Interested Parties include:

- Ministry of Finance
- RMI EPA
- Local government administrations concerned about economic development opportunities

² 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.

- Private sector and Government sector employers – Ace Hardware, PII, Do it Best, NTA, PNA (fisheries), MIMIRA, MEC, MIR, RRE, KAJUR MWSC, MAWC, ELEFA, Trust Company, Tobolar, MICS, K&K, Payless, Ezi-Price, WAM
- Marshall Islands Disabled Persons Organisation (MIDPO)

2.3. Disadvantaged / vulnerable individuals or groups

Vulnerable groups of people could include, amongst others:

- Young people living in remote and isolated areas
- Young people who are living with disabilities, or whose families have disabilities
- Young people experiencing hardship due to lack of adequate food, housing or care.

3. Stakeholder Engagement Program

3.1. Stakeholder engagement during project preparation

Consultation has been undertaken with the following parties in the development of this SEP and associated environmental and social safeguard instruments.

- *Public School System (various dates through July and August 2020)*

Meetings with Associate Commissioner Junior Paul and principals of Kwajalein Atoll High School, Jaluit High School, Northern High School and Laura High School to identify site-related environmental and social areas of risk.

Discussions focused on:

- Construction impacts - renovations and new buildings.
- Water use, waste water and solid waste.
- Risks relating to resource use associated with building works and with ongoing vocational training.
- Stakeholder engagement

All matters discussed are addressed in the Project Environmental and Social Safeguard documents.

- *College of the Marshall Islands (7th August 2020)*

Meeting with Dr. Irene Taafaki (President) and Stevenson Kolton of CMI to confirm their understanding of the building works associated with the Project. They were advised that the building will be constructed on the ocean side. CMI suggested that students could assist with building works for the new TVET center. CMI wants to use this opportunity for the students to learn carpentry skills as this will be one of the areas which CMI is keen to open to young adults under the Project. CMI advised a budget has been developed for this initiative. From a Project perspective this offer needs to be considered in the context of OHS and worker/student safety.

It may be possible to incorporate an element of training in the build, but this would be a matter to be negotiated between the contractor and CMI if this were to go ahead (refer to LMP and ESMP).

The lease on the CMI space ultimately expires in 2035. Under the terms of the lease CMI can undertake building works consistent with the education role of the overall campus.

- *Ace Hardware (10th August 2020)*

Yuichi Yamaguchi, Manager of Ace Hardware was consulted early in project preparation and he confirmed that remains very interested in the program. He believes the Project will provide a valuable contribution to RMI where young persons can acquire job-related qualifications. His only concern is that individuals who have completed the program and obtained their certificate might look down on co-workers within the organization because they don't have the knowledge that he/she has acquired. He was also concerned that Project graduates might use work tools to their own ends and might seek to run their own businesses, taking away customers from their employers.

These matters could be addressed in curriculum development but are often an inevitable (an often positive) outcome of introducing vocationally educated and skilled young people into the workforce.

➤ *Majuro Water and Sewer Company (19th August 2020)*

Halston deBrum, Operations Manager felt that the program will work great as MWSC could readily use more team members with mechanical skills. In Majuro, trucks are used to deliver water and are always in high demand during the drought season when vehicles become overused. When something goes wrong MWSC is concerned that they can't employ enough skilled or reliable people for this work. This program could change that situation and give young people realistic job opportunities.

➤ *National Telecommunications Authority (19th August 2020)*

An NTA manager who had attended the February project setup workshop was extremely excited to hear that the Project was progressing. He felt that as someone who works for the Telecommunication company this would be an advantage as currently secondary schools and colleges don't address Communications or associated infrastructure. He felt the Project would be a great chance to hire young newly trained individuals who are ready to work. A practically -oriented course will help get young people into the work force.

➤ *Youth2Youth (19th August 2020)*

Youth2Youth is a youth focused NGO. The Representative Nenol Kaminaga, considered that the Project will be a great initiative for young adults to learn new skills that can be used to find jobs. At the same time the Youth2youth representative felt there could present a challenge as there may be few youths who won't be open to a new approach since RMI culture is conservative and not necessarily embracing of change or new challenges. The representative felt that in the beginning some young people might be reluctant to participate, but as the program progresses and the young people hear more about the Project this reluctance may slowly fade away. We were advised that Marshallese tend to be wary of "new and out of the box things". This aspect will be addressed by the public engagement component set out in Section 6 of this SEP. Overall, the Youth2youth rep. at the end mentioned how happy he is to learn of an initiative of this kind coming to the RMI.

3.2. Summary of needs and methods, tools and techniques for stakeholder engagement

3.2.1. Timing of Consultation

ESSP stakeholder commenced during preparation of the ESMP, LMP and this Plan (See Section 3.1). It is essential that effective stakeholder engagement continues, and is maintained throughout the life of the Project, and especially during facility design and construction. Affected and interested parties (including those who are vulnerable) will be made aware of upcoming Project activities, be provided with ample opportunity to ask questions and raise concerns; understand how to contact Project workers, obtain information or to lodge a complaint or grievance. In this regard, teachers are well placed to communicate directly with students about planned construction work and opportunities provided by the Project. Details are provided in Table 3.3

It is also important to engage with key stakeholders following project works to ensure new and renovated facilities are operating effectively and any issues related to design, construction, operating procedures are addressed.

3.2.1. Stakeholder Feedback

Draft documents will be disclosed prior to Appraisal by the Bank, as outlined in Table 3.3. Feedback from stakeholders will be sought via meetings and comments on social media (particularly via Facebook) and a minimum period of two weeks will be allowed for comments to be received. A consultation report will be prepared at the end of this period to indicate how feedback has been addressed and where possible, comments will be addressed in the final documents and re-disclosed.

3.2.2. Language of Communication

Project consultations will predominantly be conducted in Kajin Majol, although in some circumstances, English will also be used. Information, education and communication (IEC) materials will be prepared in Kajin Majol or English as appropriate to circumstances.

3.2.3. Methods and Parties

Methods used to engage stakeholders will vary depending on the purpose and timing of the interaction, the number of people involved, and local circumstances. In selecting the best ways to connect, share information and receive feedback, accessibility will be a primary determinant. This means considering communication options including: use of mainstream and social media; distribution of print materials through schools, government and other networks; conducting community/school meetings; holding focus groups (female and male) to ensure different perspectives are heard; choosing assessable meeting locations (including for people with disabilities) and suitable times of day when student and parents (including mothers) are available.

The following stakeholders will need to be engaged from the outset of the Project, using the most effective method(s) to meet particular communication objectives.

- Principals, students and teachers at Laura High School, Kwajalein Atoll High School, Jaluit High School and Northern High School on Wotje
- Staff of CMI and USP
- Marshallese youth groups – Youth to Youth; Jo Jikum
- Community members in Jaluit, Wotje, Ebeye, Gugeegue.
- Ministry of Education Sports and Training
- Ministry of Finance
- Local government administrations – MALGOV, JALGOV, WOLGOV AND KALGOV.
- Private sector and Government sector employers – Ace Hardware, PII, Do it Best, NTA, PNA (fisheries), MIMIRA, MEC, MIR, RRE, KAJUR MWSC, MAWC, ELEFA, Trust Company, Tobolar, MICS, K&K, Payless, Ezi-Price, WAM
- Marshall Islands Disabled Persons Organisation (MIDPO)
- Youth to Youth NGO
- Young people living in remote areas

NTC personnel, with assistance from the CIU, will contact stakeholder groups via phone, email and/or letter, as appropriate, to arrange meetings. Where community meetings are to be held notification of the meeting will be also advertised on the radio.

3.2.1. Addressing SEA/SH

Given the risks associated with sexual exploitation and abuse and sexual harassment (SEA/SH), the project will engage with specialist support services in RMI to ensure responsible communication and awareness raising on this issue. This will include development of a plan for construction works (which will be prepared once details and timing at each site are confirmed) as well as finalisation of training arrangements associated with the code of conduct for workers. Finally, the Project will engage with services providers to support student or community members who report incidents of SEA/SH received through the GRM or through any other means. Feedback from specialist service providers will be used to refine the GRM process as necessary to ensure confidentiality.

3.2.2. Documentation

Consultation and communication materials will be prepared in Kajin Majol and English including:

- Agendas (where appropriate)
- PowerPoint presentations
- Radio announcements and newspaper articles
- Project Information Leaflet

Following each consultation, meeting minutes will be prepared, with attendee lists attached, which will outline key feedback for consideration/incorporated in Project implementation. Attendee lists will be kept as project records, available for sharing as appropriate, noting that confidential information will not be included in distributed materials.

3.3. Strategy for information disclosure

Project stage	Target stakeholders	List of information to be disclosed	Methods and timing
Preparation prior to effectiveness	Government entities; private sector; educational sector; youth. Teachers and school principles.	Draft ESRS and SEP with draft Grievance procedures; Regular updates on Project development. Information on construction activities	Disclosed prior to Appraisal: PSS Facebook https://www.facebook.com/rmipss NTC Facebook https://www.facebook.com/www.ntcinfo.org MOF/DIDA website http://rmi-mof.com/division-of-international-development-assistance/reports/ Radio and media communication
Project Implementation	<u>Implementing entities</u> ➤ PSS ➤ NTC Schools and Colleges (including teachers and students) ➤ Laura High School ➤ Kwajalein Atoll High School	Final ESMP, Final SEP Final Labor Management Procedures Project progress reports	Final ESMP, Final SEP and Final LMP to be disclosed within 30 days of effectiveness, incorporating feedback from disclosure: PSS Facebook https://www.facebook.com/rmipss NTC Facebook https://www.facebook.com/www.ntcinfo.org

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	<ul style="list-style-type: none"> ➤ Jaluit High School ➤ Northern High School ➤ Wotje ➤ CMI ➤ USP <u>Youth groups:</u> ➤ Youth to Youth ➤ Jo Jikum ➤ Church Groups ➤ Sports Groups <u>Community members:</u> ➤ Jaluit ➤ Wotje ➤ Ebeye, Gugeegue. <u>Ministries</u> ➤ MOEST ➤ MOF <u>Local government:</u> ➤ MALGOV ➤ JALGOV ➤ WOLGOV ➤ KALGOV. <u>Private sector employers:</u> ➤ Ace Hardware ➤ PII ➤ Do it Best ➤ NTA ➤ PNA (fisheries) ➤ MIMIRA ➤ MEC ➤ MIR ➤ RRE ➤ KAJUR ➤ MWSC ➤ MAWC ➤ ELEFA ➤ Trust Company ➤ Tobolar ➤ MICS ➤ K&K ➤ Payless ➤ Ezi-Price <u>NGOs</u> ➤ Marshall Islands Disabled Persons Organisation (MIDPO) ➤ Youth to Youth NGO ➤ WAM 	<p>and periodic updates</p> <p>Brochures and educational materials</p> <p>Press releases</p>	<p>MOF/DIDA website http://rmi-mof.com/division-of-international-development-assistance/reports/</p> <p>Broader community outreach via NTC Communications Specialist to be engaged by NTC as part of the Project.</p> <p>Radio and media communication</p>
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3.4. Stakeholder Engagement Plan

Project stage	Topic of consultation/ message	Method used	Target stakeholders	Responsibilities
Preparation prior to effectiveness	The project, activities, potential E&S risks, benefits and impacts and mitigation measures Introduce ESF instruments Present the SEP and GM	Face to face meetings Information disclosure (see Table 3.3)	Government entities; private sector; educational sector; youth (students), impacted and interested communities	NTC through Project management team (with support from CIU) NTC Communications Specialist to be engaged by NTC as part of the Project.
Project Implementation	Updated ESF instruments Feedback from consultations Information about project activities including curriculum.	Face to face meetings. Community engagement – see GM below	<ul style="list-style-type: none"> ➤ Implementing entities ➤ Schools and Colleges inc students ➤ Marshallese youth groups: ➤ Community members ➤ Ministries ➤ Local government: ➤ Private sector employers; ➤ NGOs ➤ SEA/SH stakeholders 	NTC through the Project management team (with support from CIU)
	Facility design	Face to face meetings Questionnaire Student workshops	<ul style="list-style-type: none"> ➤ students, parents, teachers on site in each location; ➤ Community around construction sites ➤ SEA/SH stakeholders ➤ MIDPO 	NCT
	Construction works at identified locations	Face to face meeting on school site; notice to students; site notice board. Health and safety briefing.	<ul style="list-style-type: none"> ➤ Impacted schools and their community ➤ Teachers and principal ➤ SEA/SH stakeholders 	NTC management team (with support from CIU)
	Curriculum updates, design	Face to face meeting	<ul style="list-style-type: none"> ➤ Education providers; private sector businesses, Parents, teachers. 	NCT

3.5. Future of the Project

Stakeholders will be kept informed via community engagement protocols set out in Section 6 of this SEP throughout implementation, including reporting on any Project environmental and social performance issues and implementation of the stakeholder engagement plan and grievance mechanism.

4. Resources and Responsibility for Stakeholder Engagement Activities

4.1. Resources

The human resources needed to implement this SEP will be provided by the NTC Communications Officer, under the supervision of the Project Manager (based at NTC), who is responsible for day-to-day project management and implementation. Support will also be provided by a designated officer at PSS, and by the Centralized Implementation Unit (CIU) under the MOFPBS. Financial resources will be provided as outlined in Section 4.3

4.2. Management functions and responsibilities

The entities responsible for carrying out stakeholder engagement activities are NTC in collaboration with PSS and the CIU. The Project Steering Committee (PSC) will provide guidance and oversight for project implementation, including advice on stakeholder communications. The key responsibilities of the PSC are to: ensure the delivery of the project's outputs and the attainments of outcomes by facilitating coordination by addressing coordination issues as they arise during the implementation of the project; review project progress reports as submitted by the Project Manager and make decisions thereon; and assess all policy-related issues and provide guidance as needed.

Stakeholder engagement activities will be documented through quarterly progress reports, to be shared with CIU and the World Bank.

4.3. Indicative Budget

SEP preparation and implementation will largely be coordinated and undertaken by CIU. Any additional costs for stakeholder engagement according to this plan would relate to incidental costs associated with meetings and preparation of materials for circulation. Incidental costs would include catering, venue hire, media and materials. Travel from Majuro to Wotje, Jaluit and Ebeye may be required. A provisional budget allocation for Stakeholder Engagement is: \$30,000.

5. Grievance Mechanism

The ESSP Grievance Mechanism is a central part of stakeholder engagement and the environmental and social safeguard processes, and is available as a separate document under the overarching ESMP. The key tenants of this instrument need to be fully integrated into stakeholder engagement and communications.

The best methods to ensure that the GM is widely accessible, easy to understand (i.e. available in Marshallese and English) and locally relevant to stakeholders in different locations will be identified during project start-up, before commencement of any activities. GM development and distribution will include involvement of staff from all implementing agencies, discussion with media outlets (newspaper and radio), the Ministry of Culture and Internal Affairs and the Marshall Islands Major's Association. The project will also ensure regular review of the GM to ensure concerns are being identified and addressed proactively and effectively.

Any person may wish to find information about the project. They may also seek to express a dissatisfaction, concern, or complaint about the project because they believe they have been or will be

negatively impacted by project activities. Concerns may be raised about facilities or services provided, or about actions or lack of actions taken, and concerns can be raised by individuals or groups.

Concerns may be raised orally or in writing via social media, email, phone call, in person or by letter, and may also include inquiries, recommendations, suggestions, or requests.

6. Public Notification and Citizen Engagement

ESSP intends that the wider community be made aware of, and given opportunity to engage with Project personnel to provide input as they see fit. To this end, NTC will implement the following initiatives:

Radio:	Advertisements informing the stakeholder community (including Majuro, Ebeye, Jaluit and Wotje) of the scope of the Project, Project benefits, and where to get further information.
Marshall Islands Journal	Editorial article on the scope of the Project, and where to get further information
Internet:	A brief summary of the Project and the process for interacting with Project personnel will be published on the PSS/NTC Facebook page and in the DIDA website. Updates to Facebook and website.
Notice Boards:	For areas proposed for physical works, a notice board will be installed outside each operational area, describing the Project, and identifying where to get further information.

This communication approach will be coordinated by the Communications Officer at the National Training Council.

7. Monitoring and Reporting

The SEP will be periodically reviewed and revised, as needed, throughout project implementation to ensure stakeholder engagement strategies remain relevant and effective, and that any lessons learned, or new and emerging communication opportunities are incorporated. Any major changes to Project related activities and schedules will be duly reflected in updated SEPs.

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 collected and collated by CIU safeguards staff and referred to the Project Manager. These monthly summaries will provide a mechanism for assessing the number and the nature of complaints, requests for information, as well as the Project's ability to respond 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 quarterly progress reports.

A number of Key Performance Indicators (KPIs) will also be monitored by the project on a regular basis, including:

- Frequency and type of public engagement activities and number of attendees (disaggregated by gender where possible);

- Numbers of Grievances received within a given reporting period (e.g. monthly, quarterly, or annually);
- Number of Grievances resolved within the prescribed timeline;
- Number and type of media materials published/broadcast/distributed on various communication outlets.

Republic of the Marshall Islands

Education Skills Strengthening Project

Grievance Redress Mechanism

October 2020

Prepared by
RMI Ministry of Finance
Division of International Development Assistance.

Revision 2

Quality Information

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1. Purpose of GRM

This document explains the purpose of the RMI Education Skills Strengthening Project (ESSP) “Grievance Redress Mechanism” (or GRM for short), and how it will be used during project implementation.

The GRM is a process designed to ensure project beneficiaries and other stakeholders who are interested and/or affected by the project, including the general public, are aware of:

- i. How to contact project staff to ask questions or obtain information about ESSP objectives, plans, activities and timelines;
- ii. How to raise concerns (also called grievances) about ESSP activities and/or incidents involving project workers, community health and safety, environmental impacts, and/or social or cultural issues arising from the conduct of project workers or implementation of project activities;
- iii. How grievances about the project will be addressed, and
- iv. The fundamental right of all Marshallese to obtain timely and accurate information about the project, to express their views, and to have their concerns addressed in a professional, timely and transparent manner.

The ESSP involves different components and types of work, including construction of new and refurbished educational facilities to create more opportunities for young people to learn the technical and vocational skills needed for employment and sustainable livelihoods.

This work will be carried out in six locations, on four islands, over a number of years. To ensure students, teachers, parents and communities are informed about project activities; a range of communication methods will be used including school bulletins, radio announcements, newspaper articles, social media posts, information brochures, poster displays and community meetings. These communication materials will encourage people to seek further information, express their opinions and raise concerns as needed.

Requesting information, making suggestions or reporting grievances can be done in person, by phone or in writing, noting that confidentiality will be respected, and those anonymous complaints will be addressed using the same procedures. It should be noted that no feedback can be provided for grievances lodged anonymously.

2. GRM Processes, Timelines and Responsibilities

This GRM covers the entire project, including all activities from ESSP start-up to completion, recognizing that issues and grievances can arise at any time, including during design, construction and post-construction phases.

Error! Reference source not found. provides an overview of the Project GRM, showing how different parties are involved. The ESSP Project Manager will be the Designated Contact Person (“DCP”) who will be involved throughout the GRM process to ensure proper coordination and to help facilitate resolution where possible.

However, at least one alternate DCP will be nominated in the event that a complainant is unable or unwilling to disclose concerns to the Project Manager due to cultural or gender sensitivities, fear of reprisal, communication barriers, potential conflict of interest etc. This matter will be further discussed and agreed with the Ministry of Education, Sport and Training (MoEST); the Coordination Implementation Unit (CIU) at the Ministry of Finance, and the Project Steering Committee (PSC).

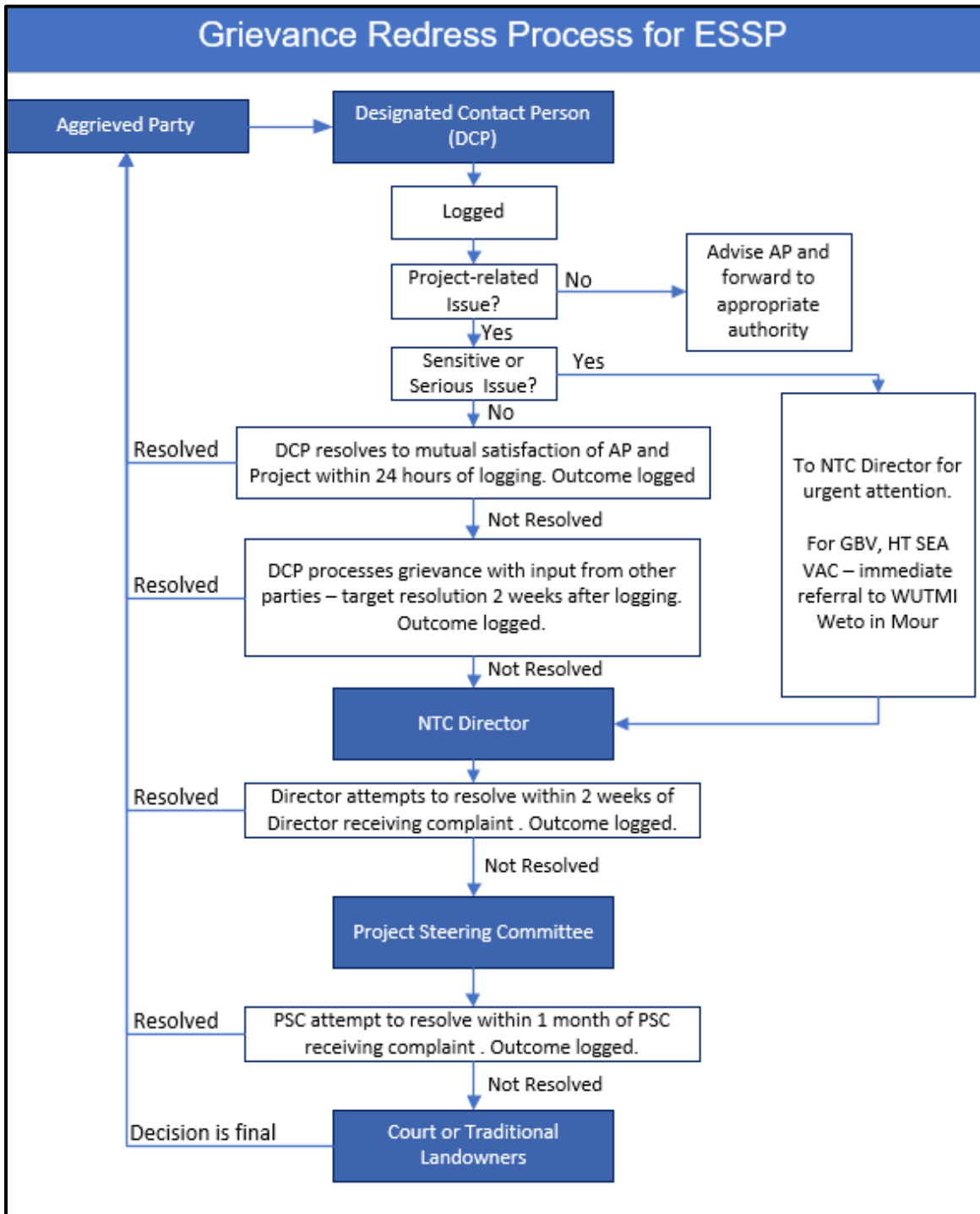


Figure 1: Proposed ESSP Grievance Redress Process

Table 1 outlines the proposed roles and responsibilities of all parties involved with implementation of the Project GRM, which this will be reviewed and revised, as needed, during project inception. The key objective of the GRM is to provide clearly defined and accessible pathways for people to raise concerns about the project, and to ensure that all complaints are properly investigated and resolved as quickly as possible using agreed processes.

Table 1: Draft Grievance Redress Process

Stage	Process	Timeline
One	<p><u>A concern of complaint is received by one of the designated contact points</u></p> <p>Within 12 hours of receiving the concern or complaint:</p> <ol style="list-style-type: none"> 1. The DCP documents the concern or complaint (see Section 7) 2. The DCP determines whether the concern or complaint is related to the project. <ul style="list-style-type: none"> ❖ If the issue is <i>not</i> project-related, the DCP advises the complainant and forwards the matter to the appropriate authority 3. The DCP determines whether the concern or complaint is of a “sensitive” or “serious” nature, which includes matters related to violence, sexual exploitation, abuse or harassment (SEAH), criminal activity, corruption, land claims, and political/ commercial issues. <ul style="list-style-type: none"> ❖ If the issue is thought to be sensitive or serious, the DCP immediately refers the matter to the NTC Director for urgent attention and the WB is notified. 	Anytime during project implementation
Two	<p><u>DCP endeavors to resolve concern or complaint</u></p> <p>Within 24 hours of receiving and documenting the complaint, the DCP makes all reasonable efforts to resolve the matter with the concerned party, through mediation and conflict resolution. Feedback and proposed mitigation will be provided to the person who lodged the grievance either in writing or by phone depending on their preference. If acceptable, the grievance is closed; if not acceptable it proceeds to the following stages.</p>	Within 24 hours of logging of grievance
Three	<p><u>DCP unable to resolve concern or complaint</u></p> <p>The DCP will continue to attempt to resolve the complaint for a further 14 days, with the assistance of other parties as needed and agreed by the parties involved. <u>Note:</u> the 2 week timeframe for this step may be extended with the mutual agreement of all parties.</p>	Within 2 weeks of logging grievance
Four	<p><u>DCP refers the matter to higher authority for resolution</u></p> <p>Should the DCP be unable to resolve the concern to the satisfaction of the complainant, the matter will be referred to the NTC Director or other designated authority.</p>	Within 2 weeks after logging grievance
Five	<p><u>The higher authority endeavors to resolve concern or complaint</u></p> <p>The NTC Director, or other designated authority, identifies a solution or negotiates a resolution with the complainant, inform the person in writing and documents the matter. If resolution cannot be reached, the complainant is referred to the PSC</p>	Within 2 weeks after receiving complaint
Six	<p><u>Final Resolution by the Project Steering Committee</u></p> <p>The PSC makes final attempt to reach resolution. If the decision of the PSC is not</p>	1 month after PSC receives

	acceptable to the complainant, he/she is free to refer the matter to the appropriate legal or judicial authority. A decision of the Court will be final. ❖ Any complaints relating to GBV and SEAH will be dealt with pursuant to Section 6	complaint
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3. Accessing the GRM

Given that project complaints are most likely to arise in connection with construction activities, it is important that the GRM is accessible to students, parents and local communities in areas where physical works are undertaken. As such, the NTC, in collaboration with the CIU will work with school managers in each project location to determine the most suitable complaint referral system. In some cases, grievance mechanisms may already be established which can be used and adapted if necessary.

Construction works will be undertaken at the following locations:

Majuro: College of the Marshall Islands (CMI) Arrak Campus and Laura High School

Ebeye: Gugeegue Kwajalein Atoll High School; NTC facility at Ebeye

Jaluit: Jaluit High School

Wotje: Northern High School

In addition to establishing a school-specific grievance mechanism, concerns can be raised in any form, by anyone, at any time - including anonymously. Any project worker can receive a complaint and will refer the matter to the DCP within 12 hours. All such contacts will be recorded and screened. A sample report form is contained in Annex 1, which will be reviewed and revised as needed during project inception.

Contact details are outlined below and will be updated once details are available and individuals are appointed:

By Phone:

DIDA Office, Majuro	(692) 625 5968
ESSP Project Manager, XXX	(692) XXX
ESSP Project Officer [To come]	[To come]
DIDA Safeguards Advisor, Garry Venus	(692) 625 5968

By email:

ESSP Project Manager, XXX	XXX
ESSP Project Officer [To come]	[To come]
NTC General Manager [To come]	[To come]
Copy to Marshall Ferrin (ferrinm22@gmail.com) [CIU Program Manager]	

4. Public Notification and Citizen Engagement

The project will ensure that beneficiaries, stakeholders and the wider community are made aware of planned activities, and are encouraged to provide input, ask questions and express concerns as needed.

To this end, NTC will develop a range of accessible communication materials including but not limited to the following information outlets.

Radio	Advertisements informing the stakeholder community (including Majuro, Ebeye, Jaluit and Wotje) of the scope of the Project, Project benefits, and where to get further information.
Marshall Islands Journal	Editorial article on the scope of the Project, and where to get further information
Internet	A brief summary of the Project and the process for interacting with Project personnel will be published on the PSS/NTC Facebook page and in the DIDA website. Updates to Facebook and website will be done as required. rmi-mof.com/division-of-international-development-assistance/news-and-updates/
Notice Boards	For areas proposed for physical works, a notice board will be installed outside each operational area, describing the Project, and identifying where to get further information.
School and Parent Announcements	In schools and communities where physical works will be undertaken, schools will be asked to keep students, parents and the wider school community informed and apprised of grievance mechanisms, including any concerns related to GBV or SEAH.

5. Gender based violence and sexual exploitation and abuse

Any complaints received by the DCP concerning allegations of gender based violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH) and/or Violence against Children (VAC) will be immediately referred to the WUTMI Weto in Mour: Violence against Women and Girls Support Service (WIM).

Conversely, any information provided by WUTMI WIM to Project or CIU staff regarding potential project-related GBV, SEA/SH or VAC, will be documented and investigated, while simultaneously ensuring that the victim is receiving support. Refer to Section 7 for confidentiality provisions.

6. Information handling and storage

Each concern or complaint received by the DCP shall be allocated a unique File identifier – NTC GRM – 2020 #1, NTC GRM – 2020 #2 etc.

A hard copy of the Grievance Report Form will be filed by the DCP in a locked filing cabinet.

Details of each concern or complaint will be inputted into a master file excel spreadsheet which will be stored by the NTC Project Manager in an NTC Project sub-folder: [\\Safeguards\Complaints](#), which is not accessible to other parties.

Information related to GBV, SEA, HT, VAC will be treated as personal and confidential [retained within Project management and governance group] at all times, and shall only be made available to WUTMI and approved authorities (such as police) with personal of the victim or as legally required.

7. Communication the GRM to stakeholders

During all stakeholder engagement activities, there will be a statement announcing that there is a Project Grievance Redress Process and how Stakeholders can raise complaints. Communication about the GRM will also be incorporated in broader communications as set out in Section 4.

8. Reporting

The NTC Director will provide quarterly reports summarizing all grievances received to the DIDA and the World Bank:

Annex 1: Draft Grievance Report Form

INITIAL GRIEVANCE REPORT FORM

Grievance Reference #:		
Electronic file reference:		
Background Information: Summarize Details (attach further pages if necessary):		
Name of concerned party (or anonymous), and gender	Employee ID (if Employee)	Telephone Email
Date Concern Received	Date of 2 week deadline for initial resolution or escalation:	Actual date of close out:
Date, time, and location of Event leading to Concern:		
Detailed account of Concern (Include names of persons involved) if known (attach further pages if necessary):		
Are there any policies, procedures, guidelines that may have been violated (attach further pages if necessary):		

Proposed solution or sought remedy (attach further pages if necessary):

Outcome of Concern (attach further pages if necessary):

Date and Signature of Entry into Record:

Date and Signature of Close-out: