

REPUBLIC OF TAJIKISTAN

MINISTRY OF EDUCATION AND SCIENCE (MoES)

**LEARNING ENVIRONMENT – FOUNDATION OF QUALITY EDUCATION
(P177475)**

**Stakeholder Engagement Plan
(SEP)**

March 2022

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GLOSSARY

Learning environment: in this project means full physical, social and pedagogical context, within which the process of study should be implemented. In particular, school environment (not only classrooms) and conditions, where the students' study within the school premises. It considers a school and its physical and non-physical characteristics as factors, defining the performance and wellbeing of students and teachers.

Sustainable school: in this project are schools, structurally equipped to be resistant to natural disasters, characterized by a learning environment that protects the fundamental safety of students and ensures continuity of work in the face of shocks such as pandemics and climate hazards.

Consultation: Information collection process or advises from stakeholders, with the further consideration of their opinions while making decisions on the project and/or while defining the goals and strategies.

Interaction: A process during which constructive and sustainable relations with stakeholders, covered by the project during the life circle are lined up and maintained.

Jamoat: A body of local self-government of the territory within the district, which carries out administrative management of several villages and operates on the basis of the Law of the Republic of Tajikistan "On Self-Government Bodies of Settlements and Villages".

Local communities: Groups of people who live in the immediate proximity of the project site and who could potentially be influenced by the project.

Stakeholder: In the context of Project's focus, stakeholders are a generic name for any groups external to the school or operating within the school, whose interests, position and behavior the school can influence by its existence, livelihoods, and results, and who, themselves, can influence the school.

Stakeholder Engagement Plan: A plan that helps managers interact effectively with stakeholders throughout the project lifecycle and defines the types of work that will be carried out to organize or enhance collaboration.

List of Abréviations & Acronymes

ASES	Agency for Supervision of Education and Science under the Government of the Republic of Tajikistan
CAC	Committee on Architecture and Construction
CCD	Capital Construction Department
CEP	Committee on Environment Protection
Ch/E	Chief engineer
CoC	Code of Conduct
DQE	Department for Quality of Education
ES	Evaluation specialist
ESA	Environmental and Social Assessment
ESF	Environmental and Social Framework
ESIA	Environmental & Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
EMIS	Education management Information system
ESS	Environmental and Social Standard
E&S	Environmental and Social
FHH	Female headed households
FP	Focal Point
GFP	Grievance Focal Point
GOT	Government of Tajikistan
GM	Grievance Mechanism
GRC	Grievance Redress Committee (to be established at the district, regional and national levels)
IA	Implementing Agency
ICT	Information and communication technologies
IDA	International Development Association / World Bank
I&L	International and local specialists
IS	International specialist
LEARN	Project “Learning Environment – is a basis of quality education”

LMP	Labor Management Procedures
MM	Mass Media
M&E	Monitoring and Evaluation
MpES	Ministry of Education and Science
MoF	Ministry of Finance of Tajikistan
MHSP	Ministry of Health and Social Protection
MLME	Ministry of Labour, Migration and Employment
NGO	Non-Governmental Organization
NTC	National Testing Centre
PISA	International Program for the Evaluation of Educational Achievement
PAP	Project Affected Person
PDO	Project Development Objective
PS	Procurement Specialist.
RED	Regional Education Departments
RIATES	Republican Institute for Advanced Training of Education Staff
STEM	Science, Technology, Engineering and Math
SanPin	Sanitary Regulations and Norms
SE	Specialist for education
SEP	Stakeholder Engagement Plan
SNIP	Construction Regulations and Norms
TOR	Terms of Reference
WB	World Bank
WASH	Water, Sanitary and Hygiene

1. Introduction

Poor school learning environments have been a major challenge for a long time in Tajikistan, and most public schools are in urgent need of rehabilitation, modernization, and expansion.

In Tajikistan, 88 percent of school building exteriors and 56 percent of school interiors need major repairs. On average, one toilet is shared by 339 students. Further, many schools do not have the necessary amenities, such as lighting, heating, water, sewage, and toilets, with the NSED citing less than half of all schools reporting that their annual water supply needs are fully met.

Poor learning environments partially stem from the absence of a strategic national framework for the quality and effectiveness of the learning environment and the school as an institution.

Another factor contributing to the weak accountability is the lack of coordination at the national level with regards to the policies and instruments that are used to monitor and attest schools for compliance with the national education standards. Responsibility for the certification and accreditation of educational institutions lies with the Agency for Supervision in Education and Science (ASES).

Schools are also very weak in resilience to external shocks, such as pandemics and natural disasters, which weakens quality of learning environments.

The proposed Learning Environment – Foundation of Quality Education aims to enhance quality and resilience of learning environments in selected general secondary schools.

The LEARN Project will be countrywide as the project seeks to improve the learning environment in and resilience of select general secondary schools. The school learning environment has been a major challenge for a long time in Tajikistan, and most public schools are in urgent need of rehabilitation, modernization, and expansion. The project recognizes the significance of, and adopts the World Bank's Environmental and Social Standards, for identifying and assessing as well as managing the environmental and social (E&S) risks and impacts associated with this investment project. The reviews undertaken by the Bank has classified environmental and social risks as moderate. MoES has developed several key instruments, including this Stakeholder Engagement Plan (SEP).

The overall responsibility for the implementation of the SEP lies with the Ministry of Education and Science (MoES). The MoES will be supported by the Environmental and Social/GM Officers in the implementation of the SEP-related activities.

1.1. Purpose of the SEP

The purpose of SEP is to identify different stakeholders and develop an approach for reaching each of the sub-groups. In simpler terms, it provides an appropriate approach for consultations and disclosure. These in turn are expected to create an atmosphere of understanding that actively involves project-affected people and other interested parties, reaching out to them in a timely manner, and that each subgroup is provided opportunities to voice their opinions and concerns. Overall, SEP serves the following purposes: i) stakeholder identification and analysis; (ii) planning engagement modalities viz., effective communication tool for consultations and disclosure; and (iii) enabling platforms for influencing decisions; (iv) defining role and responsibilities of different actors in implementing the Plan; and (iv) grievance mechanism (GM).

1.2. About the Project

The proposed Project Development Objective is to enhance quality and resilience of learning environments in selected general secondary schools.

The Project comprises of the three components: *Component 1. Develop National Framework for Teaching and Learning Environment for Better Teaching and Learning Practices.* The purpose of this component is to develop, test and implement a new national structure of the learning environment, the quality and effectiveness of schools as institutions, as well as improved school monitoring processes supported by training programs for teachers, school leaders and inspectors. ***Component 2. Improve the Quality and Resilience of Teaching and Learning Environments.*** The purpose of this component is to introduce a national structure of the educational environment in selected schools in Tajikistan. The component will support the renovation and capital rehabilitation of schools, including stimulating resilience, green development, energy efficiency and the use of sustainable materials, gender equality, accessibility for students with disabilities, as well as improving WASH and menstrual hygiene management (MHM). The component will also support school equipment to enable schools to develop modern approaches to teaching and learning, including information and information technology (IT) capabilities science, technology, engineering, mathematics (STEM) subjects taking into consideration gender-sensitive issues. ***Component 3. Build Capacity in Education Assessments and Project Management.*** The objective of the Component 3 is to enhance the country's expert and institutional capacity to conduct national and international assessments and to build the government's capacity in project management, monitoring and evaluation.

1.3. Beneficiaries of the Project.

The main beneficiaries of the Project are the Ministry of Education and Science of the Republic of Tajikistan (MoES) and its subdivisions, Agency for Supervision of Education and Science under the Government of the Republic of Tajikistan (ASES), 47 500 students, and 1 500 teachers of schools of the target project, who will benefit from improved learning environments as a result of interventions under the Component 2. System-level interventions under Component 1 are expected to bring benefits for all 2 million students and 124,000 teachers of general secondary education across the country. The development and implementation of the National Framework, as well as capacity-building for inspectors, school managers and teachers, are expected to improve not only the learning environment but also the learning outcomes of students accordingly.

1.4. Scope and Structure of the SEP

Scope of the SEP shall be as outlined in the World Bank's ESS10. The engagement will be planned as an integral part of the project's environmental and social management framework (ESMF) and project design and implementation.

This document has 8 chapters. The first chapter, viz., this chapter serves as an Introduction. It provides a brief about the project and the context in which the SEP is being prepared. Chapter 2 lists the regulatory framework in Tajikistan (including WB ESF requirements on stakeholder engagement), which provides legitimacy for SEP. A summary of the consultations held so far is presented in Chapter 3. All the three chapters serve as a backdrop. Stakeholder Mapping and Analysis is elaborated in the chapter 4. Stakeholder Engagement program is presented in the next chapter, 5. Implementation Arrangements for executing the SEP is presented in Chapter 6. Grievance Mechanism (GM) follows in Chapter 7. Monitoring and reporting are presented last, in Chapter 8.

2. Regulatory Framework

The stakeholder engagement derives its legitimacy through Article 5 and Article 12 of the constitution of Tajikistan, which was adopted on 6 November 1994 and amended two times, in September 26, 1999 and June 22, 2003. As the fundamental law of the State, the Constitution defines the structure of the government, basic rights, liberties, and responsibilities of its citizens, as well as the powers of the legislative, executive, and judicial branches. Article 5 mandates that: The life, the honor, the dignity, and other natural human rights are inviolable. Human rights and freedoms are recognized, observed, and protected by the state. Article 12 guarantees that: The economy of Tajikistan is based on different forms of ownership, freedom of economic and entrepreneurial activity, equality of rights, and legal protection of all forms of ownership, including private property. The sector specific legislations are stated under section 2.1 below.

2.1. Key National Legal Provisions on Citizen Engagement

This section contains descriptions/extracts from the current legislation concerning citizens' access to and participation in information:

Law on Freedom of Information is underpinned by Article 25 of the Constitution, which states that governmental agencies, social associations, and officials are required to provide each person with the possibility of receiving and becoming acquainted with documents that affect her or his rights and interests, except in cases anticipated by law.

Law of the Republic of Tajikistan on Appeals of Individuals and Legal Entities (2016) contains legal provisions on established information channels through which citizens can submit complaints and inquiries. Article 14 of the Law establishes the time limits for the consideration of complaints: 15 days from the date of admission that do not require additional study and research, and 30 days for applications that need additional study. These legal provisions will be considered in the project grievance review mechanism.

Law on Local Governments (2004) assigns a district or city chairman the authority to control over the natural resource management, construction, and reconstruction of natural protection areas, to oversee the local structures in sanitary epidemiological surveillance, waste management, health and social protection of population within the administrative territory. No public gathering is implemented without official notification of local government (district khukumat).

Article 13 of the *Law on "Environmental protection"* proclaims the right of citizens to environmental information, and to participate in development, adoption and implementation of decisions concerning environmental impact. The latter is ensured by public discussion of draft environmentally important decisions and public environmental expertise. Representative bodies of state power are obliged to consider the comments and proposals of citizens.

Per the *Law on Public Associations*, a public association may be formed in one of the following organizational and legal forms: public organization, public movement, or a body of public initiative. Article 4 of this law establishes the right of citizens to establish associations for the protection of common interests and the achievement of common goals. It outlines the voluntary nature of associations and defines citizens' rights to restrain from joining and withdrawing from an organization. August 2015 amendments to this legislation require NGOs to notify the Ministry of Justice about all funds received from international sources prior to using the funds.

The 2014 *Law on Public Meetings, Demonstrations and Rallies* (Article 10) bans persons with a record of administrative offenses (i.e., non-criminal infractions) under Articles 106, 460, 479 and 480 of the Code for

Administrative Offences from organizing gatherings¹. Article 12 of the Law establishes that the gathering organizers must obtain permission from local administration fifteen days prior to organizing a mass gathering.

According to the *Decree 'Approval of the Order of costs reimbursements related to provision of information'* adopted on January 1, 2010, all state institutions are enabled to charge fees for providing any kind of information to journalists and public officials. The decree states that one page of information provided should cost up to 35 Somoni (US\$8).

Law on Appeals of Individuals and Legal Entities (from July 23, 2016, № 1339), contains legal provisions on established information channels for citizens to file their complaints, requests, and grievances. Article 14 of the Law sets the timeframes for handling grievances, which is 15 days from the date of receipt that do not require additional study and research, and 30 days for the appeals that need additional study. These legal provisions will be taken into account by the project-based GM.

2.2. World Bank ESF Framework on Stakeholder Engagement

The World Bank Environmental and Social Standard (ESS) 10, “Stakeholder Engagement and Information Disclosure”, recognizes “the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice” (World Bank, 2017: 97). Specifically, the requirements set out by ESS10 are the following:

- “Borrowers 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.
- Borrowers will engage in meaningful consultations with all stakeholders. Borrowers 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.
- The Borrower 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.” (World Bank, 2017: 98).

A Stakeholder Engagement Plan proportionate to the nature and scale of the project and its potential risks and impacts needs to be developed by the Borrower. It has to be disclosed as early as possible, and before project appraisal, and the Borrower needs to seek the views of stakeholders on the SEP, including on the identification of stakeholders and the proposals for future engagement. If significant changes are made to the SEP, the Borrower has to disclose the updated SEP (World Bank, 2017: 99). According to ESS10, the Borrower should also propose and implement a grievance mechanism to receive and facilitate the resolution of concerns and

¹ These provisions concern the hampering of gatherings (Article 106); disorderly conduct (Article 460); disobedience to police (Article 479); and violation of rules of conducting gatherings (Article 480).

grievances of project-affected parties related to the environmental and social performance of the project in a timely manner (World Bank, 2017: 100).

For more details on the WB Environmental and Social Standards, please follow the below links:

www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards and <http://projects-beta.vsemirnyjbank.org/ru/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards>

2.3. Gap Analysis between National Legislation and World Bank Requirements

The table below provides a brief analysis of the gaps and differences between the Tajikistan national legislation and World Bank requirements and details how these gaps will be addressed under the project.

Table 1 Gap Analysis

Tajikistan legislation	World Bank	Project
The Tajikistan legislation does not provide for the development of a specific stakeholder engagement plan for public consultations.	Consultations with stakeholders and public involvement are an integral part in the development and implementation of the SEP	The project will carry out a comprehensive consultative process with Project Affected Persons, local and state authorities, other stakeholders as being required through public disclosure meetings, individual consultations, and public consultations
The Tajikistan legislation contains provisions that allow citizens to make complaints and grievances, but these provisions do not allow for their anonymity.	The World Bank ESF10 allows the option of anonymous provision of grievances	The project will apply the WB standard and allow anonymous submission of grievances and complaints
The Tajikistan legislation does not have special provisions to address the concerns of the vulnerable groups during the consultation process	The ESF10 specifically provides for the identification and engagement with the vulnerable groups that might be affected by the project to ensure that these groups also benefit from the project activities.	The SEP under the project will identify affected vulnerable persons and groups, and engagement mechanisms to ensure that their voice is heard, and the concerns are addressed to the extent possible by the project.

3. Summary of Previous Stakeholder Engagement Activities

The stakeholder engagement activities were initiated during preparation of the Project concept design. The following types of stakeholder engagement activities have taken place to date:

- Formal and informal video meetings with government agencies at the national, regional, and local level
- Virtual consultations with stakeholders, including employees involved in the implementation of the "Higher Education Project".
- Meetings with representatives of local authorities (Hukumats and Jamoats), regional structures of the Ministry of Education and Science, school administration and the local community.
- Public hearing session at national level that aimed to disseminate information among stakeholders and collect their feedbacks on the potential environmental and social risks and impacts.
- Baseline environmental and social surveys.
- ESMF consultations.

3.1. Key stakeholder meetings and consultations

Details about the meetings and consultations held with the government agencies and stakeholders are presented below.

Table 2. Previous Stakeholder Consultations

Place	Date	Participants	Key points raised
Dushanbe (Virtual meeting-VM)	February 10, 2022	Technical Working Group WB/MoES and individual consultants (ESF)	<ul style="list-style-type: none"> • Project scope and institutional arrangements. • ESF requirements. • Preparation of ESF documents for LEARN Project with tentative timeline for the ESF documents preparation.
Dushanbe (VM)	February 11, 2022	Technical Working Group WB, individual consultants (ESF)	<ul style="list-style-type: none"> • Discussion of reporting methodology. • Stakeholder mapping and analysis
Dushanbe, (Informal meeting)	February 11, 2022	MoES staff, «Higher Education Project» Staff	<ul style="list-style-type: none"> • Collection of information materials
Dushanbe (VM)	February 18 2022	Technical Working Group WB, MoES, individual consultants (ESF)	<ul style="list-style-type: none"> • Discussion of the status of ESF documents preparation
Dushanbe, (VM)	February 21, 2022	Technical Working Group (TWG)	<ul style="list-style-type: none"> • Discussion of the status of ESF documents preparation

		WB, MoES, individual consultants (ESF)	
Dushanbe, (working meeting), WB office	March 11, 2022	WB specialist & individual consultants (ESF)	<ul style="list-style-type: none"> • Discussion of SEP and ESMP documents (draft).
Dushanbe, (Public hearings at national level)	March-15-2022	MoES staff, TWG and ESF consultants	<ul style="list-style-type: none"> • Public awareness raising of key stakeholders on overall Project with feedback collection on social and environmental risks and impacts. • Disclosure of the Preliminary Version of Social and Environmental Reports. • Ask stakeholder feedbacks and comments on the entire package of documents to be disclosed.

3.2. Lessons learned in Engaging Stakeholders from other Projects

The project will also be focus on lessons learned and information sharing, as well as interact with the "Rural Water Supply and Sanitation Project", which aims to modernize WASH facilities in 150 rural schools in seven selected districts of Khatlon Province. The Project supports target schools in developing operation and maintenance manuals for WASH facilities and standard engineering projects for facilities that will address the needs of girls in Menstruation Hygiene Management (MHM), and design aspects related to access for students with disabilities and teachers. Technical solutions include energy efficiency, the possibility of installing solar panels to heat water, etc. As the current funding of WASH facilities is not adequately reflected in school budgets, the maintenance and use manual will need to include provisions on payment for services (in the case of connection to the water supply network), cleaning of facilities, their maintenance, including emptying of installed septic tanks.

4. Stakeholder Identification and Analysis

ESS 10 recognizes two broad categories of stakeholders- one, Project Affected Parties: and two, Other Interested parties. Project-affected parties includes those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, well-being, or livelihoods. These stakeholders may include individuals or groups, including local communities. They are the individuals or households most likely to observe/feel changes from environmental and social impacts of the project. The term “Other interested parties” (OIPs) refers to: individuals, groups, or organizations with an interest in the project, which may be because of the project location, its characteristics, its impacts, or matters related to public interest. For example, these parties may include regulators, government officials, the private sector, the scientific community, academics, unions, women’s organizations, other civil society organizations, and cultural groups.

4.1. Stakeholder Profile

One of the key activities is to comprehensively display the profile of stakeholders.

The project is expected to directly benefit the following groups and individuals.:

- 47 500 Students and 1 500 targeted project schoolteachers who will benefit from improved learning conditions because of interventions under the Component 2.
- System-level activities under the Component 1 that will benefit about two million students and 124 000 teachers under secondary education throughout the country.
- Capacity-building activities for inspectors, school managers and teachers that aim to improve the learning environment and the learning outcomes of students.

The key Government partners and associated organizations will benefit from the project, including: (i) at the central level – Ministry of Education and Science, its subordinate structures; Agency for Supervision of Education and Science (ASES), National Testing Center (NTC), Republican Institute for Advanced Training of Educators (RIATE; and (ii) at the regional and local levels – district education departments, regional and district Hukumats, self-government bodies (Jamoats).

4.2. Stakeholder Mapping

Stakeholder is defined as an individual/ institution (agency) that can impact upon or get impacted by the project. In order to define a communication process with the stakeholders, several groups that may be interested and/or affected by the project implementation have been identified. There are groups of people and social groups who are interested in the project on different levels. Project recognizes that: stakeholders are not only diverse and heterogeneous but also are housed both vertical and horizontal space. Accordingly, stakeholder mapping is done vertically (across the administrative space) and horizontally (within an individual space). The first step involves in the preparation of a universal mapping. Each stakeholder / group is rated for the relative importance- starting from rating from 1 to 5 stars. Five being high and is to be accorded full scale attention. This helps in assigning importance for further analysis. The Universal mapping and the relative importance are presented below.

Table 3. Universal Stakeholder Mapping

No	Level – Administrative Space	Stakeholders	Significance *****
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1	National / Country Level	Ministry of Education and Science	*****
		World Bank	*****
		Donors (ADB, USAID, EBRD, JICA, AKF)	**
		National media (newspapers, television)	***
		Social Media	**
		National Testing Center (NTC),	*****
		Republican Institute for Advanced Training of Educators (RIATE)	*****
2	Provincial Level	Governor's office	****
		Universities, schools' administration	****
		Line Departments (MoES etc.)	****
		Other NGOs/CBOs	**
		Media (TV & newspapers)	***
		The Rural Water Supply and Sanitation Project"	****
		Regional Hukumats,	****
		Jamoats (self-government bodies).	***
3	District level	District governments (Hukumats, including line departments)	****
		Local media	**
		Contractors	****
		District education departments,	*****
		NGOs/CSOs (not involved directly in project)	***
		School management (inspectors, managers and teachers)	***
4	School/Community Level	Jamoats	****
		Mahalla leaders	****
		Community members	*****
		Low-skilled, semi-skilled and high-skilled workers	*****
		Women	*****
		Youth	*****
		Female headed households	*****
		Students and targeted project schoolteachers	*****

4.3.Stakeholder Segmentation/ Prioritization

The identified project stakeholders were segregated by their areas of influence. The stakeholders of high (5*) and substantial significance (4*) form the purview of further enquiry.

Table 4. Stakeholder Segmentation by their Areas of Influence

National / Country Level	
Stakeholders	Area of Influence
Ministry of Education and Science (MoES)	Overall project oversight and supervision of Education and Science (ASES),
National Testing Center (NTC) under the Government of RT (HTC)	Conducts research and assessment of the educational institutions of primary, general basic and general secondary education.
Republican Institute for Advanced Training of Educators (RIATE)	Advanced training of educators.
Agency for Supervision of Education and Science (ASES)	Implementation of 1 and 3 components jointly with the MoES.
Ministry of Finance of RT	Development of state policy in the financial, budgetary, tax spheres, accounting, etc..
Ministry of Labour, Migration and Employment (MLME) of RT	Performs functions related to the provision of public services in the field of employment and migration of the population.
Committee on Architecture and Construction at the Government of RT	Carries out activities on the implementation of state policy, legal regulation, the provision of public services and the implementation of state control in the field of architecture and construction.
Committee for Environmental Protection under the Government of RT (CEP)	This agency is responsible for compliance with the provisions of state policy in the field of environmental and technical safety.
Sanitary and Epidemiological Supervision Service (SES) under the MoHSPP	Develops and implements the state policy in the field of sanitary and hygienic development.
Provincial Level	
Governor's office	Responsible for oversight and coordination of activities implemented within the province
The Rural Water and Sanitation Project (Khatlon Province)	The Project has budget to modernize WASH facilities in 150 rural schools in seven selected districts of Khatlon Province
District level	
District governments (line departments, culture, women, land management, economy, environment)	Ensure local development investments are aligned with district development plans; bear responsibility for quality control and standard requirements compliance; GM Focal points
Contractors	Implementation of civil works in compliance with ESSs
School management	Capacity-building activities for inspectors, school managers and teachers that aim to improve the learning environment and the learning outcomes of students.
District education departments,	Implement state education policy at the district level.
District Women and Family Offices	Implementation of activities to protect and ensure the rights and interests of women and the family.
Media	Raising awareness of project activities.

District governments (khukumats, including line departments)	Follow national legislation and local regulations, not familiar with WB standards and procedures, no idea of the new project design and implementation arrangements
School/Community Level	
Jamoats and mahalla leaders	Community outreach, arrange for public gatherings, liaison between community members and project staff, efficient two-way communication channel
Community members	Beneficiaries of the sub-grant activities, participants of satisfaction surveys
Students and targeted project schoolteachers	Direct beneficiaries from improved learning conditions because of interventions under the Component 2.
Project affected parties	Directly affected people to be consulted before and during implementation

4.4. Stakeholder Analysis

The stakeholders of high and substantial significance (ranked 5* and 4* during universal mapping) are analyzed in the Table below. The analysis includes the current status of the stakeholder, raised concerns and issues during consultations, their expectations from the project, significance of the risk of unmet expectations and enabling conditions required to mitigate those risks.

Table 5. Stakeholder Analysis by the Level of Engagement

Subgroup	Description	Potential role in the Project	Level of interest	Level of influence.
National Level				
Ministry of Education and Science of RT (MoES)	MoES is the central executive body of state power in the field of education and science	<ul style="list-style-type: none"> Acts as an implementing agency (IA) which is entrusted with overall responsibility for the project. 	High	High
Ministry of Finance of RT	MoF is a body within the structure of the government engaged in the development of state policy in the financial, budgetary, tax spheres, accounting, etc..	<ul style="list-style-type: none"> Signing the terms and conditions in the FA. Supervision and control over the expenditure of project funds by the IA. Monitoring the compliance of the financial statements of the IA on project funds. 	High	High
Ministry of Labour, Migration and Employment (MLME) of RT	<i>Provision of public services in the field of employment and migration of the population.</i>	<ul style="list-style-type: none"> Inspectorate of Working Conditions and Safety. 	High	Medium
Agency for Supervision of	Monitors the activities of scientific and educational institutions, assesses the	<ul style="list-style-type: none"> As part of a working group, within the Component-1, participates in the 	High	High

Education and Science (ASES)	organization of the educational process, including certification, accreditation, and licensing of educational institutions.	development of the New Educational Framework. <ul style="list-style-type: none"> Works on revision of school monitoring/inspection processes and tools regarding education quality issues. 		
National Testing Center (NTS) under the Government of RT (HTC)	Conducts research and assessment of the level of knowledge of students of educational institutions of primary, general basic and general secondary education.	<ul style="list-style-type: none"> Strengthening the capacity of the Centre's staff to conduct training assessments. Conducting a study on the impact of improving the learning environment on student learning outcomes. 	High	High
Republican Institute for Advanced Training of Educators (RIATE)	Advanced training of educators.	<ul style="list-style-type: none"> Design and implement learning packages. Capacity-building for education managers, school principals and teachers. 	High	High
Committee on Architecture and Construction (CAC) at the Government of RT	Provide public services and the implementation of state control in the field of architecture and construction.	<ul style="list-style-type: none"> Revision of SanPin as needed. 	High	High
Committee for Environmental Protection under the Government of RT (CEP)	CEP and its district units are responsible for compliance with the provisions of state policy in the field of environmental and technical safety.	<ul style="list-style-type: none"> <i>Participate in the environmental assessment of the project</i> <i>Participate in public consultations</i> <i>Conduct an inspection for compliance with the environmental requirements.</i> 	Medium	Medium
Sanitary and Epidemiological Supervision Service (SES) under the MoHSPP	Implements the state policy in the field of sanitary and hygienic development.	<ul style="list-style-type: none"> <i>Provision of information on hygienic control and labor protection related to the project.</i> 	Medium	Medium
Provincial Level				
Governor's office	Implement economic, financial, social and other activities within their administrative territories.	<ul style="list-style-type: none"> <i>Support project implementation.</i> 	High	Medium
The Rural Water and Sanitation Project (Khalton Province) RWSP	This project has budget for modernization of select schools	<ul style="list-style-type: none"> Meeting will be held for coordination of activities 	High	Medium
District Level				

District Education Departments (DED)	Implement state education policy at the district level.	<ul style="list-style-type: none"> • Participation in project activities. 	High	High
District Women and Family Offices (EWFO)	Implementation of activities to protect and ensure the rights and interests of women and the family.	<ul style="list-style-type: none"> • <i>Providing information and suggestions for women's empowerment.</i> 	High	Medium
Media	Raising awareness of project activities.	<ul style="list-style-type: none"> • <i>Informing all Stakeholders about the activities of the project and its achievements.</i> 	Medium	Medium
District governments (Hukumats, including line departments)	Follow national legislation and local regulations, not familiar with WB standards and procedures, no idea of the new project design and implementation arrangements.	<ul style="list-style-type: none"> • <i>Local governments have governance and accountability problems, WB ESS requirements will be time and labor consuming exercise for the line departments</i> 	High	Medium
Jamoat	Though they are supposed to be self-governing bodies, jamoats have insufficient financial resources, they have no own budget to arrange for full coverage of their operational costs	<ul style="list-style-type: none"> • Consultation will be held at the each khukumat level, with participation of the Jamoat heads to seek their opinion 	High	Medium
School/Community Level				
Students	Girls' and boys' students benefiting and participating in the project	<ul style="list-style-type: none"> • Beneficiaries of project interventions. 	High	Medium
School Management and Teachers (SMT)	Supervision and teaching.	<ul style="list-style-type: none"> • Beneficiaries of project interventions. 	High	Medium
Consulting companies, contractors; and suppliers of goods	Companies specializing in providing services for the project.	<ul style="list-style-type: none"> • Consultancy works, construction & restoration work of the project, supply of goods and services. 	High	Medium
Parents	Parents of students participating in the project.	<ul style="list-style-type: none"> • <i>Quality of teaching and learning.</i> 	High	Medium
Mahalla leaders	They are core groups of self-organized bodies, called mahalla councils. There are eyes and hands of local Jamoat and khukumat in rural areas	<ul style="list-style-type: none"> • Contribute for the benefit of their community improvement. The Mahalla leaders can promote girls and boy education. 	Medium	Medium

Community members	Direct beneficiaries for employments and education	<ul style="list-style-type: none"> Community members can promote girls' and boys' educations and need to be engaged. Community workers should be attracted as labour. 	High	Medium
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4.5. Affected Parties and beneficiaries

Affected Parties include local communities, community members and other parties that may be subject to direct impacts from the Project. Specifically, the following individuals and groups fall within this category.

- Students and school personnel who are likely to temporary disturb due to renovation and rehabilitation activities
- Direct beneficiaries for employments and secondary education

4.6. Interested Parties

The projects' stakeholders also include parties other than the directly affected communities, including:

- National stakeholders (MoES, MoF, MLME, ASES, NTC, RIATE, CAC, CEP and SES)
- Provincial level (Governor office, and RWSP (Khalton))
- Districts (DED, DWFO, Media and Hokumats)
- Schools/community level (Students, consultancies, contractors, primary suppliers, parent, Jamoat, Mahalla leaders and community members)

4.7. Disadvantaged /Vulnerable individuals or Groups

Disadvantaged/vulnerable individuals and groups are those who are by virtue of lacking voice to express their concerns or understand the impacts of project are often excluded from stakeholder engagement. Vulnerable groups include persons with disabilities, single women-heads of households, households registered as poor, elderly households with no means of living and households with disabled members, and if affected by the project are entitled to the vulnerability allowance. Further information on these groups will obtained during the consultations to be held after project effectiveness.

During implementation of the project, special attention will be paid to the vulnerable groups who, due to their social situation, may be vulnerable to changes caused by the activities of the project or not benefit from the project. As the assessment of social conditions shows, there are the following vulnerable groups:

- Persons with disabilities
- Women and young girls living in villages
- Persons living below the poverty line
- Mothers with five or more children

- Households' dependent on migrant remittances
- Elderly migrant parents caring for their grandchildren
- Population living in hard-to-reach places
- Children and teachers with disabilities
- Ethnic and religious minorities

Interaction with these groups may require additional efforts to ensure that such groups can become direct beneficiaries of the Social Benefits of the Project.

The disadvantages experienced by these groups are often compounded by less awareness of their rights, less access to information due to language or limited mobility, low level of education, a low level of skills and relevant work experience, and lack of access to the internet and inability to use internet messenger services to gain access to information about the project.

The project will ensure attention is paid to the inclusion of vulnerable community members. A stakeholder engagement strategy will address these constraints and include measures to facilitate access to information (for example, through printed materials in their own language, information disclosure that responds to the needs of these vulnerable groups), support from local NGOs and community-designated focal points, and selection of available venues for focus group discussions.:

The proposed strategy to ensure the engagement of vulnerable groups will include outreach, language, community leadership and focal points, focused group discussions (FGD) training activities, links to local NGOs, and dedicated links and functionalities in the online platform, as described below.

Additionally, priority will be given to the vulnerable groups in employment and job creation in activities relating to renovation/construction of schools. Since the main part of the planned activities focuses on reconstruction of schools, it is planned to attract women to light types of work, for example: cooking, washing dishes, cleaning the territory of facilities, etc.²

The project aims to address the gender gap in enrolment, especially at higher levels of general secondary education, by providing facilities for MHM, and improved and separate WASHrooms for boys and girls.

Component 2 will support the renovation and major rehabilitation of schools to create safe areas inside the building for students and teachers with disabilities. A safe learning environment is a fundamental prerequisite for quality education. The school design will be in a manner to consider the view of people with disabilities (toilets and ramps will be considered for people with disabilities)- consultations will be conducted to seek people with disabilities' opinion on draft design.

² In accordance with Article 216 of the Labor Code of the Republic of Tajikistan (23.07.2016), No. 1329, the use of women's labor in heavy work and in jobs with harmful or dangerous working conditions is prohibited.

5. Stakeholder Engagement Program

Public awareness and consultation will be conducted throughout the life cycle of the project, at the stage of project design, its implementation and at the final stage. To plan and implement the activities of the Project, a Program for Interaction with stakeholders has been developed, which will be updated as needed (see Table 7 below). The Program covers the following objectives:

- Timely and adequate provision of information on the Project to stakeholders, in particular the affected population.
- Meaningful bilateral stakeholder consultation activities
- GM for addressing grievances against project activities.

5.1. Consultations and Disclosure of Information

To take into account the opinions of all Stakeholders extensive public consultations will be held (including consultation with local population in the Project area and local authorities). At the initial, preparatory stage, as part of the design of the project, the public will be informed about the proposed activity to identify the needs and possible social and environmental risks and impacts. At this stage, the following social and environmental documents should be disclosed:

- Environmental and Social Management Framework (ESMF)
- Stakeholder Engagement Plan (SEP)
- Labor Management Procedures (LMP)
- Environmental and Social Commitment Plan (ESCP)

The following stakeholder's engagement activities will be conducted:

- Meetings with public in the territories exposed to the Project
- Disclosure of draft and final versions of the E&S instruments on accessible websites
- Incorporate comments and feedback from stakeholders into the relevant documents to be disclosed
- Organization of public hearings and round tables
- Stakeholder consultation on ESMF, SEP, LMP

For stakeholders' engagement and consultation, the COVID-19 pandemic measures will be followed. In this regard, the following methods of interaction can be applied:

- Virtual Meetings.
- Interaction via e-mail and mobile communication.
- In the absence of appropriate mobile infrastructure or its poor quality, consultation meetings will be organized with a limited number of participants, mandatory use of protective/antiseptic agents and observance of social distancing.

Disclosure and consultation will use a range of methods suitable for a specific type of stakeholder, such as:

- Information materials (brochures, booklets), visual information tools (posters, announcements on stands, etc.), limited group and individual meetings (using protective equipment and in the open space in accordance with the season).
- Authorities, decision-makers, and key stakeholders - meetings, interviews, written requests.
- Other stakeholders – meetings, written communications, project promotional materials and other documents as required.

5.2. Proposed Strategy for Stakeholder Engagement

Public awareness and communication activities will be carried out by the MoES (with support of public outreach company). The key activities will be: (i) to develop public communication and outreach materials about the project, GM, SEA/SH; (ii) develop an environmental and social budget plan; (iii) develop mechanisms and procedures for its implementation; (iv) disseminate public outreach materials in the Project areas; and (v) establish an effective grievance handling mechanism.

At the initial stage of project implementation, MoES will hold meetings dedicated to the launch of the Project for all interested parties. MoES will engage a public outreach consultant (individual) to develop public outreach materials. The Environmental and Social/GM officers will be responsible for dissemination of public information in coordination with all parties involved. The public outreach company will also develop action plans for the implementation of the strategy. The following methods of disseminating information will be used:

- Information meetings and consultations, seminars, conferences.
- Publications in print and electronic media.
- Television and radio coverage.
- A new webpage for the Project will be created on a MoES website.
- Development and dissemination of information materials.

Also, all information related to the project will be placed on information boards that will be installed in each project school.

Evaluation of the results of the Project's interventions will be carried out through surveys of school users. Surveys of school users will be conducted in a sample of schools supported by the project and will be targeted at students, teachers, and school authorities. The surveys will collect information, for example, on the actual use of the classrooms, teaching and learning practices applied in the classrooms, satisfaction with the school learning environment and the perception of certain aspects of the learning environment by the above-mentioned groups of beneficiaries. Surveys will be conducted at the initial stage of project implementation, in the medium and final periods. This method of collecting information will help to make a comparative assessment of the effectiveness of the Project. Project accomplishments of the mid-term reviews and achievements in the final period will be widely publicized on the MoES website, television, and social media. Videos of Project's achievements will be released.

The following approach will be followed for stakeholder engagement:

Outreach. To ensure the participation of vulnerable groups in the design and implementation of a project through regular meetings and structured engagement processes, it is necessary to disseminate information more widely through local traditional media (such as radio, telephone, and SMS) and involve NGOs.

Language. To ensure that the participatory activities with local communities developed by the project include representatives of vulnerable groups, presentations and dialogues will be conducted in Tajik, Russian, and other languages (as needed) to make them more convenient for members of local communities. Additional formats will be used where necessary to improve understanding.

Community leadership support. The assistance of community leaders will be needed to encourage effective representation of vulnerable and disadvantaged groups in group discussions at all stages of the project. The project will identify community focal points to support outreach to vulnerable households.

FGDs for vulnerable beneficiaries. The project will establish Focus Groups Discussions (FGDs) for vulnerable community members to ensure that disadvantaged and vulnerable groups have equal opportunities to participate in project activities, and it will also develop measures to improve access to information and project benefits. These FGDs will provide vulnerable community members with greater opportunities to put forward

their priority areas, express concerns, and access information to understand their rights or the impact of the project and ensure that the views of vulnerable groups in communities are taken into consideration.

- Focus groups will be created consisting of vulnerable people, including women, youth, persons with disabilities.
- FGDs will be organized for vulnerable groups at the stages of selection of priority proposals and feedback during implementation, and channels to provide feedback or file complaints.
- Separate FGDs held at easily accessible locations will be conducted for women, youth, people with disabilities, and any other vulnerable groups in the target areas.
- FGDs will share information about the project directly, (with translation into Tajik, Russian, etc. if required), and provide printed materials related to the project for information dissemination in culturally appropriate, user-friendly language, that is translated prior to distribution.

5.3. SEP implementation Arrangements

The Stakeholder Engagement Plan is an important document expected to help to engage all stakeholders in the project and, by doing so, help the project become sustainable.

The activity types and their frequency will be adapted to the three main project stages (preparation, design, and implementation).

5.4. Roles, Responsibilities and Resources for Stakeholder Engagement

The overall responsibility for the implementation of the SEP lies with the Ministry of Education and Science - (MoES). The MoES will be supported by the environmental and Social/GM Officers in the implementation of the SEP at the national level. In the sub-national/provincial level, MoES will leverage its capacities in the provincial offices in the implementation of the SEP. In addition, MoES will provide oversight and capacity support in overseeing all SEP-related activities and will provide continuous expert inputs into the refinement of the SEP.

MoES will mobilize human and material resources to implement the SEP and manage the GM. Table 6 below includes information on roles, responsibilities, and resources in implementation of activities of the components they carry responsibility for.

Table 6 responsibilities of stakeholders

No	Activities	Number of activities	Number of participants	Execution deadline	Responsible	Notes (required budget) USD
1	Social/GM Officer (National)					s
2	GM, database/excel-sheet (Including running of hotline, record keeping etc.)					GM costs included in ESMF budget

3	Operational Costs (Travel, Logistic Support, Transportation & Accommodation).					included in ESMF staff travel costs
4	Consultation on draft ESMF, LMP and this SEP	One consultation (national level)	Key stakeholders	Prior to Project appraisal	MoES with support from ESF consultants	Budget on operational cost (travel, logistic, accommodation) included in ESMF
5	Production of communication materials (leaflets, posters,) on SE activities (project information, GM, SEA/SH, contractor code of conduct).		Select schools	After project effectiveness and prior to issuance of bidding documents for civil work	MoES will engage a public outreach specialist to develop public outreach materials.	Budget included in ESMF
6	Dissemination of public outreach materials	All select schools	Select schools, Jamoat	Prior to issuance of bidding documents for civil work	E&S officers	Budget included in draft ESMF
7	Training (social issues, outreach, GM and SEA/SH, code of conduct) for GRC	Semi-annual trainings will be arranged (4 sessions at each quarter)	120 (an average 30 participants from in each session)	Prior to issuance of bidding documents for the civil work and maintain throughout project implementation.	MoES Environmental officer and Social/GM Officer will support from ESF consultants	Budget included in draft ESMF
8	Survey to measure level of satisfaction of target school with national framework and GM	Two times.	Target school	2 nd and final year of project implementation	MoES	100,000

The management, coordination and implementation of the SEP and its integral tasks will be the responsibility of Environmental and Social Officers under MoES. Their roles and responsibilities are presented below:

- Approve the content of the draft SEP (and any further revisions)
- Approve prior to release, all materials used to provide information associated with the Environmental and Social Assessment (ESA) instruments (such as introductory letters, question and answer sheets, PowerPoint materials, posters, leaflets, and brochures explaining ESA process)

- Approve and facilitate all stakeholder engagement events and disclosure of material to support stakeholder engagement events.
- Participate either themselves, or engage locally deployed MoES representatives during all face-to-face stakeholder meetings; and
- Review and sign-off minutes of all engagement events
- Participate either themselves, engage affiliated locally deployed MoES representatives, during all face-to-face stakeholder meetings; and
- Review and sign-off minutes of all engagement events

Table 7 Stakeholder Engagement Program

ACTIVITY	Goal	Stakeholders	Responsibility	Periodicity
PROJECT PLANNING PHASE				
Joint working group meetings (implementing & financing parties)	<ul style="list-style-type: none"> • Discussion and coordination of project documentation and event planning. 	WB/MoES/ASES	WB/MoES/ASES	Throughout Project implementation
Public consultations on ESF documents (ESMF, LMP, SEP and ESMPP)	<ul style="list-style-type: none"> • Public awareness raising on project/ESF. • Establishing constructive relationships with Stakeholders • Identification of potential risks and impacts with Stakeholder's feedback. 	MoES and its regional departments, regional Hukumats, schools & local community	MoES	During field visits
Disclosure (stage I)	<ul style="list-style-type: none"> • Publish a draft version of the ESF documents on the MoES's website. • Seek stakeholders' feedback • Publication of the final versions of the ESF documents on the MoES/WB websites 	All Stakeholders	MoES	During the project planning period
Conducting public Hearings				
Disclosure. (stage II).				
PROJECT IMPLEMENTATION PHASE				
Project Launch Campaigns. Round tables and press conferences	<ul style="list-style-type: none"> • Inform all Stakeholders on the start of the project. 	All Stakeholders	MoES	In the early stages of the project implementation
Survey and questionnaire	<ul style="list-style-type: none"> • Assessment of the current state of schools, resources, and teaching methods prior to project interventions. 	School users: students, teachers, and school authorities	MoES	

Work meetings for development of ESIA for each selected object.	<ul style="list-style-type: none"> • Collection of necessary information. • Analysis and assessment of all risks and impacts. • Apply measures for prevention of risks and negative impacts. 	District Hukumats, local environmental units CEP, local community	MoES	In the early stages of the project implementation
GM	<ul style="list-style-type: none"> • Inform stakeholders to use GM service: • installation of a box for complaints, feedback and suggestions on each project site. 	School users, local community	MoES	In the early stages of the project implementation
Consultation with vulnerable groups	<ul style="list-style-type: none"> • Information sharing about LEARN. • Arrange separate focus groups discussions (FGDs) with vulnerable groups 	Poor segments of the population, large families, female, and people with disabilities	MoES	In the early stages of the project implementation
Capacity building: Targeted training of beneficiaries involved in the education sector: seminars, consultations, workshops, etc.	<ul style="list-style-type: none"> • Dissemination of new frameworks and guidelines on the learning environment. • improving teaching and learning environment. • training teachers in STEM/ IT. 	Key beneficiaries of the Project	MoES, AHOH	During implementation of the Project Based on the internal schedule agreed with the WB
Survey and questionnaire Monitoring and evaluation	<ul style="list-style-type: none"> • Tracking the impact of the project in its medium term. Progress towards the project targets. 	School users: students, teachers and school authorities	MoES/ASES/NTC	During the implementation of the project
Seminars, study tours for decision-makers at the national level	<ul style="list-style-type: none"> • Study of the experience of countries with a best system and practices for creating a learning environment. 	Heads of educational institutions	MoES	During the project implementation period
Awareness campaigns, including media and social networks	<ul style="list-style-type: none"> • Raising awareness of the AP about project activities. Step-by-step information on project. 	Beneficiaries of the Project	MoES	At all stages of the project implementation
COMPLETION PHASE				
Survey and questionnaire	<ul style="list-style-type: none"> • M&E the results of project interventions. • Assess level of satisfaction of the beneficiaries. 	Beneficiaries of the Project	MoES/ASES/NTC	At the final stage of project implementation

Project Completion Campaigns	Summing up the results of the project. Round tables and press conferences.	All Stakeholders	MoES/ASES	
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6. Implementation Arrangement for SEP

6.1. Institutional mechanisms for the implementation of the Project

The project will be implemented by the Ministry of Education and Science (MoES) of the Republic of Tajikistan. The MoES, as an institution, has built up sufficient capacity to implement operations financed by the World Bank and will be responsible for decision-making on the Project and its implementation. The management structure of the MoES is presented below.

Currently, the MoES is implementing the "Higher Education Project" within the framework of which the Technical Group for project support operates. This Project "Learning Environment – is the basis of quality education" uses the already existing institutional mechanism for implementation. MoES appoints a key person from each department/division, acting as first contact persons and key official, in accordance with the ongoing activities of the Project. These officers, appointed by an internal order of the Minister, form an internal technical team of MoES.

The capacity of the MoES to manage and implement the project will be expanded in the following areas: procurement and financial management, monitoring and evaluation of the project (M&E), environmental and social management and translation services. To do this, the MoES will hire local consultants: a procurement specialist, a financial management specialist, a payment specialist, ME specialist, environmental officer, social/GM officer, a secretary-translator and other consultants to support the implementation of project components.

The project will work with various state and public structures, in addition to the education sector: Ministry of Health and Social Protection of the Population(MHSPP), Committee on Architecture and Construction (CAC), Agency for Supervision in the sphere of Education and Science(ASES), National Testing Center under the Government of RT, local authorities and communities at the district level. Table 4, in the context of each component and its subcomponent, presents the units of the Ministry of Education and Science and the key agencies involved in the implementation of the project.

Table 8 existing institutions within MoES

MINISTER	<ul style="list-style-type: none"> • HR Department and Certain types of work • Accounting and Financial Reporting Department • Legal Department, Secretariate; General Department. 			
FIRST DEPUTY MINISTER	DEPUTY MINISTER	DEPUTY MINISTER	DEPUTY MINISTER	DEPUTY MINISTER
SCIENCE AND INNOVATION DEPARTMENT	Primary and Secondary Education Department	Division of Universal Education	Economy and Planning Department	

INTERNATIONAL AFFAIRS DEPARTMENT	Department of Higher and Postgraduate Education	Child Rights Protection Division	Department of Marketing, Private Premises and State Procurement
EMIS		Pre-school education department	
QED			Internal Audit Department
MoES sub-structures: RIATES Education Academy Education Development Institute IT Centre Girls Development Center		MoES Sub-structures: Republican Methodological and Training Centre Additional Education Centre Talent Development Center	MoES Sub-structures: Construction Department Books/Training books development Department Printing House

Table 9. Component Project Implementation Functions

No	Component	Activities/ Scope	Coordination department	Implementing departments	Other structures involved	Technical Support / Contractor
1	2	3	4	5	6	7
K1	Development of a new National Framework for the learning environment, quality and efficiency of schools					
1.1	National Framework for Teaching and Learning Environment	Education content	Department of General Education	Department of General Education	Accountable to MoES ³ , QED, ASSES, RDE, schools	Coordination–SE for K1 I&L specialists for support WG1
		Physical environment		CCD	CAC, Ministry of Health, Department General Education, Accountable (DGEA) to MoES, RED, schools	Coordination, Ch/E, I&L specialists for support WG2

³AO, MoEP, RMTC, RIATES

No	Component	Activities/ Scope	Coordination department	Implementing departments	Other structures involved	Technical Support / Contractor
1	2	3	4	5	6	7
1.2	Implementation of the National Framework for Teaching and Learning Environment	Methodology for monitoring and evaluating the quality of education, inspection of schools	QED	QED, ASES	DGEA, QED, accountable to MoES	Coordination, SE for C1 I&L specialists for support WG1
1.3	Training	Development of training packages and their allocation	Department of General Education	RIATES	QED, ASES, accountable to MoES	Coordination – SE for C1 I&L specialists for development of training packages
K2	Learning environment quality and sustainability development					
2.1	Improvement of school infrastructure	Design and modernization of school infrastructure	CCD	CCD	CE, RED, schools, communities	Coordination – Ch/E. IS and local firm for school design Contractors Regional engineers-TPMA
2.2	Equipment for schools	Provision of laboratories, IT Equipment, furniture	Procurement Division	Procurement Division	EMIT, COD, QED, Schools	PS. I&L technical design specialists Suppliers
K3	Capacity building in education assessment. Project Management. Monitoring and evaluation.					
3.1	Learning Assessment и /PISA	Capacity Development Assessment and preparation for participation in PISA	QED	NTC, QED	Units of MoES, SES, CCD, schools	Coordination – ES I&L specialists in the development of a trial package and conducting trainings

No	Component	Activities/ Scope	Coordination department	Implementing departments	Other structures involved	Technical Support / Contractor
1	2	3	4	5	6	7
3.2	Project Management, MoES	Project Management, MoES School Studies	Deputy Minister for Economic Affairs	Procurement Division AFMD	ED, QED, CCD, Legal Department	Project Coordinator: M&E, PS, FM, Payment specialist, E&S officers, secretary-translator Audit firm International TA on research development /School surveys Local NGOs for Surveys.

6.2. SEP Implementation mechanisms

The Stakeholder Engagement Plan (SEP) is aligned with the World Bank ESF and national regulatory framework.

This section outlines the relevant entities of the MoES responsible for the implementation of SEP, as well as the key persons for coordination and stakeholders' engagement.

MoES will engage local consultants to support ministry for environmental and social risk management, including stakeholder engagement activities. Additionally, a local consulting company (NGO) will be engaged to provide training on the ESF management for the Project personnel and other relevant staff. The local NGO will also be used to conduct information campaigns, dissemination of information and public awareness raising sessions in the project areas, including beneficiaries' feedback's surveys of school users.

SEP activities will be funded under Component-3 of the proposed project. Based on SEP needs, the stakeholder engagement budget will cover the following activities: staffing, travel, development of an information strategy, interview of beneficiaries, media coverage costs; printed information materials; production of videos (clips); seminars/sessions/events, training, GM etc.

Additionally, there will be comprehensive citizen engagement and a robust GM in place throughout the project cycle to ensure that all intended stakeholders have an opportunity to participate in and receive the benefits of the project. The MoES will prioritize hiring one Social/GM Officer dedicated to this Project within 90 days after Project effectiveness. The existing GM of the ongoing HEP will be scaled up to cover all sites under the proposed Project.

7. Grievance Mechanism

The LEARN Project will be countrywide as the project seeks to improve the learning environment in and resilience of select general secondary schools across the country. Project will scale up the existing GM system of the ongoing “High Education Project-HEP (P148291) -the current system will be expanded to all sites to be selected under the LEARN Project. this will be done after selection of the eligible secondary schools for support.

The existing GM system comprises district level, provincial level, and national/HQ level. Different uptake channels are open for project beneficiaries and other stakeholders to register their grievances entertaining different platforms of grievance resolution. The Stakeholder Engagement Plan (SEP) for this project provide detailed GM system which will be used for this project.

This section describes the GM that LEARN project has put in place addressing grievances, complaints or concerns about project activities. This section includes procedure for registration, sorting/analysis and resolution of grievances from stakeholders (including affected persons, beneficiaries, and workers). The workers GR is detailed in the labor management procures (LMP).

The GM system is also a channel for project staff and non-staff to report project management grievances including but not limited to staff recruitment, financial management, procurement and operational mechanism of the project activities.

The GM will entertain all types of complaints, comments, enquiry and suggestions, that relate to the LEARN project. In order to ensure transparency in handling and processing of grievances, all stakeholders, especially complainants will be kept informed of the handling process and the outcome of the redressal process in a timely manner. Confidentiality is an integral part of fairness, and the identity and personal details of complainants will only be disclosed to those involved in the resolution of the grievance (this may be GM, or other project staff).

The GM system meets the requirements of the World Bank ESF (ESS 10 «Stakeholder Engagement and Disclosure» and covers the legal provisions of the Republic of Tajikistan «On appeals of individuals and legal entities», «On the civil service».

The GM will be accessible to a broad range of Project stakeholders who are likely to be affected directly or indirectly by the project. These will include beneficiaries, community members, project implementers/contractors, civil society, media—all of whom will be encouraged to refer their grievances and feedback to the GM.

The GM can be used to submit complaints, feedback, queries, proposals, or recognitions related to the overall project management and implementation, as well as issues pertaining to sub- projects financed and supported by the project, including:

- Violation of Project policies, guidelines, or procedures, including those related to procurement, labor procedures, child labor, health and safety of community/contract workers and gender violence.
- Disputes relating to resource use restrictions that may arise between or among targeted districts and communities.
- Grievances that may arise from members of communities or beneficiaries who are dissatisfied with the project planning measures, or actual implementation of project investments.

7.1.The Purpose of GM

The purpose of the GM:

- To give guidance to MoES about grievance handling relating to project activities in an effective and efficient manner.
- To help stakeholders and the affected communities understand what they should expect from ministry, and schools.
- To educate project beneficiaries (students and teachers) and other stakeholders on how to lodge their complaint related to project activities.
- To promote a mutually constructive relationship between local communities, beneficiaries, and MoES.
- To provide clarity and predictability on how complaints are received, sorted/segreated assessed, resolved, and monitored.

7.2.GM STRUCTURE FOR LEARN

The existing GM system of the HEP consists of a three-tier GM structures. The same system will be adopted for the LEARN Project.

The complainants will have the option to report their complaints/feedback to the below committees:

1. **Jamoat/school or local level GRC.** The **designated** member who will also serve as the *grievance focal point (GFP) at the local level* will register concerns. Complainants are entitled to contact Jamoat directly to file a complaint. The Jamoat *GRC will* address complaint/feedback within 10 days. The members will comprise; Jamoat Head, Jamoat Secretary, Mahalla leaders and Jamoat activists and school representative, will be responsible to maintain record of grievances in a logbook. If the issue cannot be resolved at the Jamoat level, then the GRC will immediately escalate it to a higher level, i.e., either to the GRC at the district level and/or directly to the MoES central office. Each school will have a complaint box and the Jamoat GRC to check the box at least once a week or if they know a grievance has been put. The person(s) can put a complaint anonymously. If they wish, individuals or groups can also hand a complaint to the Jamoat Committee.
2. **District level GRC.** The timeline for complaint registration at district level is 10 days. The district level GRC will consist of members from District Government (Hukumats), contractor, district education department, and school management to serve in the district GRC. Ideally, there should be an equal number of men and women
3. **MoES level GRC.** The timeline for complaint resolution at the MoES central office level will be 15 days upon receipt of the complaint. The complainant will be informed of the outcome immediately and at the latest within **5 days** of the decision.

Appeal Mechanism. If the complaint is still not resolved, the complainant may escalate/appeal to a higher level of GM within the project at the central level. If s/he is not satisfied with the decision, then s/he can submit his/her complaint to the appropriate court of law.

7.3.Grievance Redressal Committees Terms of Reference

The formed Committee will have the following tasks to perform:

- To receive and register all incoming grievances into the Grievance Registration Book (grievance logbook and central grievance excel-sheet).
- To analyze the grievances in order to understand the nature of grievances and an appropriate way to deal with them
- To categorize all incoming grievances
- To refer the analyzed grievances to the related committees/entities for resolution, and complainants, if they wish to come forward should be able to explain
- To follow up on the grievances with the responsible committees/entities to speed up the process and reach the result (timeline based)
- To hold periodic Grievance Redressal Committee's meeting, as required
- To feed the result back to the complainant
- To check the complaints box and address the incoming complaints.

7.4.Channels for submitting the requests:

Stakeholder can submit their grievances regarding any element of the LEARN without any restriction through a variety of means as listed below:

- Suggestion Boxes: Will be in a visible place in each school/project site, and at the MoES in Dushanbe.
- Personal Visit: Complainants can personally submit his/her grievance to one of the relevant Grievances Redressal Committees (including oral or written communications received during field meetings)
- Telephone Hotline: The complainant can report his/her grievance verbally to a dedicated telephone hotline (the number of which will be disseminated in the Project areas).
- Petition: Complainant can submit his/her written petition directly to one of the grievance handling committees (Jamoat GRC at local/school level, District GRC, and Central level GRC at MoES).
- Email: Those complainants who have access to the internet can send their grievances to emails address that will be disseminated in the Project area.
- MoES website (complaints and inquires).

The following are contact information for submission of grievances which can be used by the beneficiaries and stakeholders of the project:

- Contact information for submitting appeals to the central office OF MoES
 - 734021, Dushanbe, Tajikistan, 13A N.Mukhammad,
 - e-mail: moert.he@maorif.tj
 - MoES website: www.maorif.tj

World Bank Complaints Service. The complaint can be sent directly to the Bank through the WB Complaints Submission and Consideration Service at the following link: <https://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>, or Office of the World Bank in Dushanbe at: Aini 48, Business Center «Sozidanie», 3-d floor, tel.: 992 48 701-5810, e-mail: tajikistan@worldbank.org

Anonymous Complaints

This GM ensures to consider all complainant's (anonymous, or known) complaints irrespective of their nature, size and complexity. Therefore, all grievances, comments and suggestions received will be registered and processed the same. At the same time, feedback to the anonymous complainant is virtually impossible; however, the complainant will be able to notice the change if the Grievances is properly solved.

Grievance Mechanism (GM) to monitor SEA/SH risks. The Project Grievance Mechanism (GM) will strengthen the existing GM with multiple channels to address complaints, including those which are confidential and sensitive. The GM will incorporate measures on how to manage SEA/SH. MoES will hold additional training sessions on GBV-GM, GBV service providers, sensitivity training, skilled experts and support services for victims and GBV mitigations to be integrated into the E&S instruments and contractor's code of conduct. The contractors will also hold training for their staff on contractor's code of conduct (CoC) to address SEA/SH. Project staff will be trained on the behavioral obligations under the CoC. The contractor's CoC (including visual illustrations) will be disseminated in the Project areas, including discussion with employees and local communities. MoES will review contractor -ESMP to verify that appropriate mitigation actions are included. They will also review the GM's reception and processing of complaints to ensure that the protocols are being followed in a timely manner, referring complaints to an established mechanism to review and address SEA/SH complaints.

7.5. Capacity building/ Awareness

The dedicated Social / GM Officer will conduct capacity building and awareness raising of the GRCs and other staff. The Social/GM officer will train, the central GRC, as well as District level and school GRCs. The Social/GM officer and the GRCs will be responsible to disseminate the GM information in the project areas to inform stakeholder about GM service. The Project will disseminate grievance information in the project area.

7.6. GM Reporting

The project will also continuously monitor project implementation, including a review of the functioning of the GM and the types of complaints registered, as well as beneficiary feedback.

The Social/GM officer will provide updates on grievances registered in the grievance logbooks and central GM excel-sheet.

The Semi-annual report will include following GM details:

- How many complaints were received from communities (men and women)?
- Of the community grievances (not suggestions or inquiries or comments), what category of grievance raised most frequently (#1, 2, and 3) with most frequent sub-categories included
- What category of grievance raised the least frequent (# 1, 2, and 3)?
- Of each Grievance category, which sub-categories have the most grievances?
- Report number of Grievances by province, by district

8. Monitoring and Reporting of the SEP

Successful engagement with stakeholders depends on systematic dialogue and monitoring of project performance. Th Component 3 covers Monitoring Evaluation activities for ensuring the tracking, documentation and transmission of information on the progress of project implementation and results, including the SEP monitoring.

Two different but interrelated monitoring activities will be implemented:

- ✓ In the implementation of stakeholder engagement activities: short-term monitoring, allowing for adjustments/improvements in the implementation of interaction activities; and
- ✓ After all collaborative activities have been completed: end-of-performance review of collaboration activities to assess effectiveness of SEP in the form in which it was implemented.

Monitoring and Evaluation Specialist, with support from the MoES's Social/GM officer will be responsible for the overall preparation of reports on the implementation and results of SEP and their compilation in semi-annual reports to be submitted to the World Bank.

Reports will include all stakeholder interactions and consultations, complaints and decisions, new stakeholders, partnership progress, and plans for the next period.

The Project Coordinator will periodically evaluate stakeholder engagement activities and ensure that all consultation and disclosure are properly considered.

At the end of the SEP activities, a review of the results will be conducted to assess the effectiveness of the implemented SEP.