

**United Nations Children Fund (UNICEF)
World Food Programme (WFP)
Save the Children International (SCI)**

**Republic of Yemen
Restoring Education and Learning (REAL) (P175036)**

Preliminary Stakeholder Engagement Plan (SEP)

First Draft

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Acronyms

AU NEPAD	African Union - National Partnership for Africa's Development
CAAFAG	Children Associated with Armed Forces and Groups
CD	Country Director
CHS	Core Humanitarian Standard on Quality and Accountability
COVID-19	Corona Virus Disease 19
CRM	Complaints and Response Mechanism
CWD	Children with Disabilities
DEO	District Education Office
DPG	Development Partners Group
ECHO	European's Commission Humanitarian Aid Office
EdU	Education Unit
ESS	Environmental and Social Standard
FAO	Food and Agriculture Organisation
FAQ	Frequently Asked Questions
FGD	Focus Group Discussion
GBV	Gender Based Violence
GEO	Governorate Education Office
GIZ	German Agency for International Cooperation
GPE	Global Partnership for Education
GRM	Grievance and Redressal Mechanism
HACT	Harmonized Approach to Cash Transfers
IDP	Internally Displaced Person
INGO	International Non-Governmental Organisation
IOM	International Organization for Migration
IRG	Internationally Recognized Government (of Yemen)
ISCP	Interim Country Strategic Plan (WFP)
KII	Key Informant Interview
LEG	Local Education Group
LoE	Level of Effort
MEAL	Monitoring, Evaluation, Accountability and Learning
MHPSS	Mental Health and Psychosocial Support
MIS	Management Information System
MoPIC	Ministry of Planning and International Cooperation
MoE	Ministry of Education
NGO	Non-Governmental Organization
OS	Operational Standard
PDQ	Program Development of Quality
PM	Program Manager
PME	Planning Monitoring and Evaluation
PMU	Project Management Unit
PSEA	Protection against Sexual Exploitation and Abuse
PTA	Parent Teacher Association
PWP	Public Works Project
RCCE	Risk Communication and Community Engagement
RCCE	Risk Communication and Community Engagement
REAL	Restoring Education and Learning (Project)

RFT	Rural Female Teacher
SCAMCHA	National Authority for the Management and Coordination of Humanitarian Affairs and Disaster Recovery
SCI	Save the Children International
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SFD	Social Fund for Development
SFP	School Feeding Program (WFP)
SMT	Senior Management Team
SOP	Standard Operating Procedure
SPHERE	Humanitarian Charter and identified Minimum Standards to be attained in disaster assistance
TEP	Transitional Education Plan
TPM	Third Party Monitoring
UASC	Unaccompanied or Separated Children
UN	United Nations
UNESCO	United Nations Education, Science and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNWOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WG	Working Group

1 Introduction/Project Description¹

1.1 Introduction

This Preliminary Stakeholder Engagement Plan (SEP) was prepared jointly by the United Nations Children’s Fund (UNICEF), the World Food Programme (WFP) and Save the Children International (SCI) for the Yemen “*Restoring Education and Learning*” (REAL) Project, in accordance with the World Bank Environmental and Social Standard on Stakeholder Engagement and Information Disclosure (ESS10). It defines a program for stakeholder engagement, including public information disclosure and consultation, throughout the entire project cycle, outlines the ways in which the project team will communicate with stakeholders, and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about the project and any activities related to it.

Due to the urgency of the project and COVID-10 restrictions, a preliminary SEP has been prepared but more inclusive consultations will be conducted when updating the SEP. A final version of the SEP will be prepared within one month of Project effectiveness.

1.2 Project Description and Risks

The REAL Project is a World Bank-funded project that will contribute to efforts by the international community to maintain access to primary education, improve learning outcomes and strengthen education sector capacity in selected districts. The Project has four components:

- **Component 1. Priority interventions to sustain access and ensure learning**, including: (i) Support to teachers; (ii) School feeding; (iii) Learning materials, and (iv) Rehabilitation of school infrastructure in target schools.
- **Component 2. Strengthening local capacity and system resilience**, including: (i) National distance learning; and (ii) Strengthening local capacity for managing education in emergencies and fragile settings.
- **Component 3: Project Support, Management, Evaluation and Administration**
- **Component 4: Contingent Emergency Response**

The environmental risks and impacts of this project are rated ‘Moderate’ given the nature and small scale of the proposed rehabilitation works which are WASH facilities in schools under component 1. Environmental risks and impacts which are expected under this project may include: noise, dust, solid waste generation, as well as workers safety including occupational health and safety. Although the environmental risks and impacts are expected to be site-specific, reversible, and of low magnitude that can be mitigated following appropriate measures. To mitigate potential environmental risks and impacts, site-specific Environmental and Social Management Plan (ESMPs) will be prepared including contract clauses for contractors.

The project social impacts are expected to be limited due to minor rehabilitation works involved for WASH facilities on school ground. No land acquisition or resettlement is expected. However, project interventions are expected to carry substantial social risks due to potential exclusion in terms of project benefit sharing, GBV and SEA, labor issues, possible tension and conflicts among beneficiary communities. Possible factors of exclusion risks could be due to gender, vulnerability, social and economic status, non-transparency of cash payment process, inadequate disclosure of information. Students, female teachers and project female staff could also face SEA/SH issues in return for school feeding and supply of materials. Capturing of project investments and benefits by powerful and/or better- connected individuals or groups poses another risk in the achievement of the project development objective. There is also potential safety risk for students and

¹ This Section is based on the Project description in the Project Appraisal Document (P175036)

teachers if the route to school is unsafe. Additional project risks could be attributed to COVID-19 infection and its effects on project activities during consultations if no sensitive measures are applied. The project will follow WHO guidelines and advisory, as well as the World Bank advisory note on public consultations and stakeholder engagement in the current COVID-19 pandemic situation. Mitigation measures to be applied include raise awareness against COVID-19 transmission among workers, use of masks, gloves, hand sensitizers and hygiene.

Based on the outlined targeting methodology, a preliminary list of potential governorates could include Aden, Lahj, Al-Dhale'a, Hajjah, Sa'ada, Taiz with the caveat that the final selection will have to be negotiated and agreed upon with all actors and development partners. In the selected governorates, the project will target around 500-800 schools (depending on the size) in a limited number of both urban and rural districts, and these districts will be selected using the same targeting methodology.

The project will be implemented by UNICEF, WFP and SCI (*hereafter referred to as the implementing agencies*), under three separate financing agreements. WFP will implement the school feeding activities, SCI will implement the activities related to teacher training, development of learning materials and learning assessments, while UNICEF will supervise the implementation of the remaining activities. UNICEF will in turn contract a national agency for specific activities, while monitoring and supervising their implementation. Each of the three implementing agencies brings to the Project well-established and tested stakeholder engagement approaches, including Grievance and Redressal Mechanisms (GRM).

REAL activities will support the educational systems across Yemen via the already established coordination platforms and Task Forces led by the Ministry of Education (MoE), thus building on the existing educational system. The National Education Task Force will act as a platform through which the Project can receive feedback from relevant Education high-level authorities and provide updates on the project in a coordinated manner.

1.3 Methodology

The involvement of stakeholders throughout the Project's lifecycle is essential to its success. Key stakeholders must not only be informed, but also consulted and provided with the means to contribute to the Project sustainability and raise complaints or provide feedback. The SEP will also help increase buy-in of the Project by its stakeholders, ensure a smooth collaboration between Project staff and targeted stakeholders, and address environmental and social risks related to Project activities.

In accordance with best practice approaches, the implementing agencies will apply the following principles to their stakeholder engagement activities:

- *Openness.* Public consultations throughout Project preparation and implementation Project lifecycle will be carried out in an open manner, free of external manipulation, interference, coercion or intimidation. Venues will be easily reachable, and not require long commutes, entrance fees, or preliminary access authorization.
- *Cultural appropriateness.* The format, timing and venue will respect local customs and norms.
- *Conflict sensitivity.* Considering the complex context of Yemen and referring to the humanitarian principles of neutrality and impartiality.
- *Informed participation and feedback:* Information will be provided and widely distributed to all stakeholders in an appropriate format, and provide opportunities to stakeholders provide feedback, and will analyse and address stakeholder comments and concerns.
- *Inclusivity.* Consultations will engage all segments of the local society, including disabled persons, the elderly, minorities, and other vulnerable individuals. If necessary, the implementing agencies, will provide logistical assistance to enable participants with limited physical abilities and those with insufficient financial or limited transportation means to attend public meetings organized by the Project.

- *Gender sensitivity.* Consultations will be organized to ensure that both women and men have equal access to them. As necessary, the implementing agencies will organize separate meetings and focus group discussions for women, girls and boys, engage facilitators of the same gender as the participants, and provide additional support to facilitate access of caregivers

In addition, the implementing agencies will ensure that consultations are meaningful. As indicated in ESS10, meaningful consultations are a two-way process that:

- Begins early in the project planning process to gather initial views on the project proposal and inform project design;
- Encourages stakeholder feedback, particularly as a way of informing project design and engagement by stakeholders in the identification and mitigation of environmental and social risks and impacts;
- Continues on an ongoing basis, as risks and impacts arise;
- Is based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a timeframe that enables meaningful consultations with stakeholders in a culturally appropriate format, in relevant local language(s) and is understandable to stakeholders;
- Considers and responds to feedback;
- Supports active and inclusive engagement with project-affected parties;
- Is free of external manipulation, interference, coercion, discrimination, and intimidation
- Is documented and disclosed.

2 Brief Summary of Previous Stakeholder Engagement Activities

Given nature of the project and ongoing discussions on the Project's design, including its final targeting strategy, consultations have to date been limited to coordination meetings between the three implementing partners and the World Bank. Additionally, due to the urgency of the project and COVID-10 restrictions, a preliminary SEP has been prepared but more inclusive consultations will be conducted when updating the SEP. Nonetheless, all three implementing partners already have significant presence in Yemen, including in the governorates targeted by the Project.

2.1 UNICEF

UNICEF is currently the Co-lead for the Education cluster in Yemen, along with SCI, and is in constant contact with key stakeholders at national, governorate, district and local levels. More specifically, the following stakeholders provided UNICEF with feedback regarding needs and priorities in the education sector: (i) Government Counterparts (MoE in Aden, Education authorities in Sana'a), (ii) Development Partner Working Group (WG) members/Local Education WG members; (iii) Education cluster members, including UN Sister Agencies such as WFP; iv) International and national NGOs (INGOS) represented in the country, including SCI; (v) Water, Sanitation, and Hygiene (WASH), Health and Nutrition actors, both at the National and Regional levels.

UNICEF as part of the implementation of an existing large Programme in Yemen funded by the Global Partnership for Education (GPE), recently supported the establishment of a Programme Management Unit (PMU) in Aden (5 staff) that plays a facilitation and coordination role between the Minister's Office, UNICEF and other partners. A similar mechanism is in place for Sana'a with respective authorities in areas not overseen by the Internationally Recognized Government (IRG) of Yemen.

UNICEF's has five field offices in Yemen Sana'a, Aden, Ibb, Hodeidah, and Sa'ada). The chiefs of these field offices and the respective education teams regularly update actors at governorate level, including the governor, security authority and governorate local council members, as well as the Governorate Education

Office (GEO), on ongoing and planned Education activities.

2.2 WFP

WB funding will be utilized to support the continually implemented School Feeding Programme (SFP) as defined in the WFP Interim Country Strategic Plan (ICSP). WFP followed a detailed engagement process in 2018 that led to the approval of the ICSP in 2018 by the following stakeholders:

- *Counterparts:* The relevant line ministries of the IRG and the Sana'a based Authorities of North Yemen.
- *Representatives of UN Member States and Member Nations* (36) plus observer UN member States and Member Nations (75) and also 2 non-member Observer States and Nations.
- *International Governmental Organisation (IGOs):* African Unions' New Partnership for African Development (AU-NEPAD), League of Arab States.
- *UN Sister Organizations:* FAO, UNICEF, UNWOMEN, IFAD, IOM and UNDP.
- *INGOs:* Caritas, Plan, Islamic Relief Worldwide, World Vision International.

In addition, WFP holds annual training sessions on its school feeding programme for MoE staff at central level (Sana'a and Aden), districts, governorates, schools (headmasters and storekeepers), and representatives of the father-mother councils (wherever they are activated). The training programme:

- allows participants to deepen their understanding of SFP in Yemen and its operational principles;
- strengthens the role of counterparts, local authorities and communities as key stakeholders in SFP implementation, by providing them with the skills necessary to manage and monitor the implementation of the programme; and
- ensures quality implementation of SFP along with accurate and timely reporting.

In 2019, a total of 7,000 MoE staff and Father/Mother Council members working on SFP implementation and oversight were trained in 48 districts across 17 governorates.

2.3 SCI

Save the Children International (SCI) engages regularly with key education stakeholders in Yemen through various channels, platforms and coordination mechanisms, as well as bilaterally, including with national authorities (IRG and the De-Facto Authorities of North Yemen), UN agencies, other INGOs, national civil society, communities, and beneficiaries.

Along with UNICEF, SCI is the Co-lead of the Education Cluster in Yemen, which meets on a monthly basis, either face-to-face or virtually. SCI is also the co-coordinator of the Local Education Group and the Development Partners Group (LEG/DPG) with UNESCO, to ensure greater coordination across the humanitarian-development nexus.

Through the DPG, SCI engages with key education donors, and representatives of the MoE from the North and the South, either face-to-face or virtually via teleconference on a multi-annual basis. It also has worked with various education actors on the development of the Transitional Education Plan (TEP), which sets out a joint framework and key priorities for providing access to quality education in Yemen, which has been agreed by authorities in the South and the North.

In 2017, SCI conducted a Joint Education Needs Assessments in the Aden governorate (as well as in the Lahj governorate), consulting teachers, caregivers or parents of pupils and the pupils themselves in a sample of schools. The consultations were conducted by phone or through school visits, with responses to questionnaires captured in an online platform.

Finally, SCI consulted with parents, teachers, headmasters, governorate and district level education officers in the Aden governorate (as well as Lahj), as part of an evaluation of *Environmental influences on Child*

Health Outcomes (ECHO) program, the results of which were published in October 2019.

3 Stakeholder Identification and Analysis

Project stakeholders include individuals, groups, communities, or other entities that are either affected or likely to be affected by the Project (Project-affected parties), as well as individuals, groups, communities, or other entities that have an interest in the Project (other interested parties).

3.1 Affected Parties

Affected parties are directly influenced by Project activities, and thus must be closely engaged in identifying risks and their significance, as well as in decision-making on mitigation and management measures. REAL affected parties include:

- Teachers (formal and volunteer) in the targeted areas (not only the ones enrolled in the targeted schools)
- School principals in the targeted areas (not only the ones enrolled in the targeted schools)
- Other education personnel in the targeted areas (not only the ones enrolled in the targeted schools)
- Children (in and out of school) living in the targeted areas, including children with disabilities. Out of school children will benefit through the distance learning component, and from the system strengthening component of the Project. Nonetheless, there will be no activities to facilitate their reintegration in the formal education system.
- Parents and caregivers of children living in the targeted areas. Parents and caregivers will benefit from the Project through the benefits provided to the children.
- Father-Mother Councils
- Student Councils

3.2 Other Interested Parties

Other interested parties may not experience direct impacts from the Project. However, they may consider or perceive their interests as being affected by the Project, and thus may affect the Project's implementation. They include:

- The National Authority for the Management and Coordination of Humanitarian Affairs and Disaster Recovery (now called SCHMCHA)
- MoE, both the IRG based in Aden, and the Sana'a based authorities
- Governorate Education Offices (GEOs) in each target governorate
- District Education Officers (DEOs) and related authorities at district levels
- Influential community members and decision-makers
- Religious leaders of the communities in the targeted areas
- Education actors working in the targeted areas
- Education development actors working in Yemen, for example actors that have worked on teaching materials such as GIZ (German Agency for International Cooperation)
- Humanitarian actors working in the Child Protection and the Mental Health and Psychosocial Support (MHPSS) sectors in the targeted areas

3.3 Disadvantaged/Vulnerable Individuals or Groups

Vulnerable groups and persons may be disproportionately impacted or further disadvantaged by Project activities, and thus may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with Project activities. Vulnerability may stem from a person's origin, gender, age, health condition, economic deficiency and financial insecurity, disadvantaged

status in the community, such as marginalized groups or Internally Displaced Persons (IDPs), or dependence on other individuals. The vulnerable groups for REAL include:

- Families living in remote locations
- Female teachers, not on the official payroll
- Married or pregnant girls
- Persons with disabilities
- Unaccompanied or Separated Children (UASC)
- Children Associated with Armed Groups and Forces (CAAFAG)
- The poor
- Children from women-headed households or single mothers with underage children
- IDPs and marginalized groups
- Children at risk of dropping out of school

Marginalized groups in Yemen also include first or second-generation immigrants, or refugees from the Horn of Africa (i.e. Somalia, Eritrea, Ethiopia) who tend to be marginalized and socially excluded; mainly due to their African race/descent and culture, and lack of Yemeni citizenship. They usually live in socially excluded separate communities deprived of equal rights and in poor living conditions.

The implementing agencies will seek the views of vulnerable and disadvantaged groups during consultations and take these views into account during Project implementation. Information sharing and consultation techniques will be tailored according to the nature and common types of stakeholders, for example through visuals and sign language interpreters will be used for people with hearing disabilities and illiterate persons, where applicable; and venues will be chosen to be easily accessible to people with physical disabilities. In particular, the following tailored measures will apply (see Table 1).

Table 1: Tailored Stakeholder Engagement Measures (Disadvantaged/Vulnerable Individuals or Groups)

Stakeholder Group	Limitations to Engagement	Measures/Resources to Facilitate Engagement
<i>Teachers/School Directors /Other school personnel living in remote areas</i>	<ul style="list-style-type: none"> • Challenges associated with transportation to engagement events/Focus Group Discussions (FGDs)/face-to-face meetings 	<ul style="list-style-type: none"> • Transport incentives provided to teachers, where necessary • Workshops/FGDs/Key Informant Interviews (KIIs) conducted in hub-schools, to improve accessibility for remote teachers • Where face-to-face meetings are not possible, workshops/FGDs/KIIs to be conducted online
<i>Female teachers/ School Directors/ Other school personnel</i>	<ul style="list-style-type: none"> • May feel uncomfortable sharing opinions or raising concerns in presence of men • Childcare/family responsibilities, social and gender norms can make it challenging for women to participate in events that are far from their schools/homes or scheduled at certain times 	<ul style="list-style-type: none"> • Female facilitators to conduct workshops/FGDs/KIIs • Locations of public consultations are close to home • Timings of public consultations should not interfere with family or school commitments • Having small, focused and gender-disaggregated meetings where female teachers are more comfortable asking questions or raising concerns

Stakeholder Group	Limitations to Engagement	Measures/Resources to Facilitate Engagement
<i>Teachers/School Directors /Other school personnel with disabilities</i>	<ul style="list-style-type: none"> • May face challenges related to accessibility of venues • May face challenges related to format of materials 	<ul style="list-style-type: none"> • Ensure facilities for Workshops/FGDs/KIIs are physically accessible • Materials in Accessible Format
<i>General</i>	<ul style="list-style-type: none"> • Education Authorities may not have a comprehensive list of all teachers or school directors 	<ul style="list-style-type: none"> • Engagement with school directors to map all the teachers working or volunteering in the schools
<i>Children living in remote areas (in and out of school)</i>	<ul style="list-style-type: none"> • Access constraints due to lack of transportation 	<ul style="list-style-type: none"> • Transport incentives • Workshops/FGDs/KIIs conducted in hub-schools, to improve accessibility for remote teachers
<i>Girls</i>	<ul style="list-style-type: none"> • May be uncomfortable in sharing opinions, asking questions, or raising concerns in the presence of adults or boys/men, due to cultural/social norms 	<ul style="list-style-type: none"> • Hold small, focused meetings for girls only with a female facilitator
<i>Children with Disabilities (CWD)</i>	<ul style="list-style-type: none"> • Challenges related to accessibility of venues or ability to absorb information if materials not accessible 	<ul style="list-style-type: none"> • Ensure facilities for consultations are accessible • Ensure Materials in Accessible Format
<i>UASC, children engaged in work, CAAFAG, IDPs and married and/or pregnant girls</i>	<ul style="list-style-type: none"> • May face discrimination from other children or the wider community, and feel uncomfortable in sharing their opinions, asking questions, or raising concerns in large group settings 	<ul style="list-style-type: none"> • Hold small, focused and gender-sensitive meetings
<i>Parents and caregivers of children living in the targeted areas, especially people who live in remote areas, women, people with disabilities, and IDPs</i>	<ul style="list-style-type: none"> • Challenges associated with lack of transportation • Female Parents • May feel unable to share opinions or asking questions in the presence of men due to social/gender norms • People with disabilities might have challenges related to accessibility of venues and/or disability • IDPs might feel unwelcome to attend group meetings • Limited capacity to engage in consultation if they have very young children to take care of • In terms of limitations about time of day or location for public consultation, their time is bound by work time and their family commitments. Location for public consultations might also be challenging if it is not close to their living or working area. Women in 	<ul style="list-style-type: none"> • The additional support or resources needed to enable these people to participate in the consultation process includes: provision of providing transportation for people living in remote areas to the nearest meeting; having small, focused and gender-disaggregated meetings to ensure everybody are comfortable asking questions or raising concerns; promote inclusion of IDPs in the community; provide child care to ensure there is someone who take care of the children, especially of the very young ones, while the parents are in meetings. • Community and religious leaders usually have a good understanding on the people living in their community and can be used to facilitate participation in stakeholder engagement activities

Stakeholder Group	Limitations to Engagement	Measures/Resources to Facilitate Engagement
	particular might find it difficult to engage in the consultation process for the above-mentioned reasons but also because of the social and gender norms in their community. IDPs might also be discriminated by the community that hosts them.	

3.4 Summary of Project Stakeholder Needs

The following specific needs were identified based on the prior experience of the implementing agencies:

Table 2: Project Stakeholder Needs (Summary)

Stakeholder Group	Consultation Methods	Specific Needs (accessibility, large print, childcare, daytime meetings)
Education authorities at district, governorate, and Ministry level	<ul style="list-style-type: none"> • Official letters • Emails • Nontechnical summary documents • Progress reports • in person meetings 	<ul style="list-style-type: none"> • Official correspondence and nontechnical documents or progress reports to be shared in Arabic (official language) • Daytime meetings
Local authorities at district, governorate, and Ministry level who are engaged in the education process or access approval	<ul style="list-style-type: none"> • Official letters • Emails • Nontechnical summary documents • Progress reports • In person meetings 	<ul style="list-style-type: none"> • Official correspondence and nontechnical documents or progress reports to be shared in Arabic (official language) • Daytime meetings
Teachers in target areas	<ul style="list-style-type: none"> • Official letters • Emails • In-person meetings • Nontechnical summary documents • Flyers • Posters 	<ul style="list-style-type: none"> • Communication to go through Ministry of Education reporting lines • Materials to be shared in Arabic • Incentives to be paid to encourage participation • Proximity to schools / homes • Time bound meetings to enable teachers to meet family commitments
School Directors in target areas	<ul style="list-style-type: none"> • Official letters • Emails • In-person meetings • Nontechnical summary documents • Flyers 	<ul style="list-style-type: none"> • Communication to go through Ministry of Education reporting lines • Materials to be shared in Arabic • Incentives to be paid to encourage participation • Proximity to schools / homes • Time bound meetings to enable School Directors to meet family commitments
Other education personnel in target areas	<ul style="list-style-type: none"> • In-person meetings • Banners • Posters • Flyers 	<ul style="list-style-type: none"> • All materials to be shared in Arabic • Printed material to be in large font • Incentives to be paid to encourage participation • Proximity to schools / homes • Time bound meetings to enable stakeholders to meet family commitments

Stakeholder Group	Consultation Methods	Specific Needs (accessibility, large print, childcare, daytime meetings)
Children (in and out of school) living in the targeted areas, including children with disabilities (CWD)	<ul style="list-style-type: none"> In-person meetings Banners Posters Flyers 	<ul style="list-style-type: none"> All materials to be shared in Arabic Printed material to be in large font Presence of caregiver Ensure facilities for in-person meetings are physically accessible (for CWD) Materials in Accessible Format (for CWD)
Parents and caregivers of children living in the targeted areas	<ul style="list-style-type: none"> Parent Teacher Association (PTA) In-person meetings Banners Posters Flyers Radios (during COVID-19) 	<ul style="list-style-type: none"> All materials to be shared in Arabic Printed material to be in large font Timings for in-person meetings should not interfere with childcare responsibilities or professional commitments
Community and religious leaders of the communities living in the targeted areas	<ul style="list-style-type: none"> In-person meetings Banners Posters Flyers Radios (during COVID-19) 	<ul style="list-style-type: none"> All materials to be shared in Arabic Printed material to be in large font Daytime meeting Time bound meetings to enable stakeholders to meet family/professional commitments
Education actors working in the targeted areas	<ul style="list-style-type: none"> Cluster working group in-person meetings Email Phone Flyers 	<ul style="list-style-type: none"> All materials to be shared in both Arabic and English Printed material to be in large font Daytime meetings
Humanitarian and Development Actors, including NGOs and CSOs	<ul style="list-style-type: none"> Cluster working group in-person meetings DPG Email Phone Flyers 	<ul style="list-style-type: none"> All materials to be shared in both Arabic and English Printed material to be in large font Daytime meetings

These needs will be further characterized in the final version of the SEP.

4 Stakeholder Engagement Program

4.1 Purpose and Timing of Stakeholder Engagement Program

The implementing agencies will apply the following approach to engage stakeholders:

- Identify and liaise with the relevant local actors including authorities and inform them about the REAL project and its specific implemented components, thereby gaining acceptance and support to ensure an enabling environment for project implementation within the selected target sites.
- Strengthen links with the local actors by initiating and sustaining dialogue to receive their support in gaining project acceptance and facilitation of access, communicating project goals and rules within their communities or relevant audiences including the targeted beneficiaries and any other stakeholders.
- Inform the relevant actors, including and not limited to beneficiaries and communities, about the Project
- Identify vulnerable groups of beneficiaries with physical impediments or socio-cultural barriers that

prevent them from benefiting from the Project, and support them with differentiated measures, such as outreach home visits.

4.2 Proposed Strategy for Information Disclosure

During Project implementation, the implementing agencies will disclose information on the content of the project as well as related processes to targeted stakeholder audiences as described in the Table below.

Key dates for information disclosure are at the start of the project, at mid-term as well as at the end of the lifespan of the project; in addition, each year there will be a joint mid-year review organized between the three direct implementing partners, MoE and relevant stakeholders. Such a review will serve to take stock, discuss opportunities and challenges, and to take corrective actions where needed. In areas where implementing partners staff may not have physical access, alternative channels of information disclosure will be applied, with the possibility to engage a third-party to support the information disclosure process.

Formats of information disclosure are a combination of face-to-face meetings where applicable, accompanied by information shared via radio, television, newspapers, posters, brochures and leaflets as well as via websites and social media. Information disclosure formats will be determined in discussion between the three agencies and the Ministry of Education, following Project effectiveness.

Table 3: Proposed Strategy for Information Disclosure

Project Stage	List of information to be disclosed	Methods Proposed	Timetable: Locations, Dates	Target Stakeholders	% Reached	Responsibilities
Project Start, Mid-Term and at End of Project + Midyear Reviews	Overall REAL Project: Content, Timeline, Targeting	Official Meetings and workshops at national, governorate and district levels: Participative workshops where participants will be informed about the project scope, parameters and asked to support the conduct of the project components and communication to relevant beneficiaries Official Letter: Correspondence to request support and access to location sites	Within 3 months of effectiveness	MoE + relevant Line Ministries (MoPIC, WASH and Health related Ministries, GEO and DEO officials SCAMCHA	100%	UNICEF, WFP, SCI (+ Third Party/Facilitator on agency where direct implementing partners may not have physical access)
		Community Meetings: In person and over the phone involving local actors, influencers and beneficiaries representing different communities		Local authorities at GEO and District levels	100%	
		Community influencers and leaders: Collaboration with community leaders in targeted locations to inform about project components and gain support of parents, caregivers and community members Radio: Key messages on project dates and parameters disseminated through local media channels Education TV Channels Social Media (Facebook, Twitter, WhatsApp): Visual/written and audio-visual content sent to a network of local actors and female only networks; messages disseminated to National Authority for the Management and Coordination of Humanitarian Affairs and Disaster Recovery (now called SCHMCHA), minutes in social media platforms		Parents, Caregivers, Community members, Children	tbc	
		Printouts including banners, cards, posters, leaflets		School Principals, Teachers	tbc	
		Monthly Progress updates at Education cluster and DPG/LEG meetings		Education Cluster and DPG/LEG members		
Implementation	Assessments, Monitoring, including TPM, Verification	Official Letters: Request for facilitation of access to specific project sites	Throughout the lifespan of the project	MoE and relevant Line Ministries, SCAMCHA	100%	UNICEF, WFP, SCI
Implementation	GM, ESMF, LMP, SEP	Posters, Flyers, Banners	Within 1 months of effectiveness	Teachers, Parents and Caregivers, Children	tbc	UNICEF, WFP, SCI
Implementation	Information on specific project components, incl. parameters for each project	Methods vary depending on the component and are dependent on final approval of proposed project design and targeting strategy; they may include a range of: Official Meetings, Official Letters, Print/Audio/Social Media, FGD, KIIs etc.	Throughout the lifespan of the project	MoE + relevant Line Ministries, GEO and DEO officials, Community influencers and decision makers, religious leaders, local authorities, Teacher Representatives, Student Councils, Mother-Father Councils, School Committee Members, Children, Contractors, SCAMCHA, Education Cluster and DPG/LEG members	tbc	UNICEF, WFP, SCI

4.3 Proposed Strategy for Consultation

The implementing agencies will use a range of channels to communicate with Project stakeholders. The exact strategy for engagement, and details on the timing and location of public meetings, will be decided once the design of the different Project components is finalised, and will be included in the final SEP.

Table 4: Proposed Strategy for Consultation

With Whom	Channels of Engagement	Venue	Frequency	Purpose
•	•			•
<ul style="list-style-type: none"> Ministry of Education 	<ul style="list-style-type: none"> Official communications Progress reports Meetings, virtual or in-person Press conferences Emails 	MoE	Regularly	<ul style="list-style-type: none"> Sharing of information, reviews, clearance and seeking support.
<ul style="list-style-type: none"> Governorate Education Office 	<ul style="list-style-type: none"> Official communications Progress reports In person or virtual meetings emails 	Governorate Education Premises	Regularly	<ul style="list-style-type: none"> Coordination of Project activities
<ul style="list-style-type: none"> Districts Education Office 	<ul style="list-style-type: none"> Operational meetings Trainings Monitoring, progress reports face-to-face meetings emails 	District Office Project offices	Regularly	<ul style="list-style-type: none"> Implementation of Project activities
<ul style="list-style-type: none"> Humanitarian and Development Education actors working in the targeted areas (e.g. NGOs, CSO and others) 	<ul style="list-style-type: none"> Cluster meetings Flyers Emails 	Virtual meetings Meetings at agency premises	Regularly	<ul style="list-style-type: none"> Coordination or awareness raising to avoid duplications of efforts among actors or cluster members Consultations to have inputs form technical specialists.
<ul style="list-style-type: none"> Influential community members and decision-makers Religious leaders of the communities in the targeted areas Education actors working in the targeted areas 	<ul style="list-style-type: none"> Community meetings in person or over the phone Workshops 	Project offices Community premises	Regularly	<ul style="list-style-type: none"> Sharing information Increasing community support for Project activities
<ul style="list-style-type: none"> Teachers (formal and volunteer) in the targeted areas (not only the ones enrolled in the targeted schools) School principals in the targeted areas (not only the ones enrolled in the targeted schools) Other education personnel in the targeted areas (not only the ones enrolled in the targeted schools) 	<ul style="list-style-type: none"> Awareness and consultation campaigns Workshops WhatsApp and Twitter messages Leaflets GM hotlines 	Community Premises Social media	Regularly At the beginning and at completion of activities	<ul style="list-style-type: none"> To inform them on scheduled Project activities, particularly teacher support and training To increase awareness and collect their feedback To inform them on GM To inform them about Project achievements Prevention of sexual exploitation and abuse
<ul style="list-style-type: none"> Students and parents 	<ul style="list-style-type: none"> Awareness and consultation campaigns Workshops Leaflets, brochures and posters WhatsApp and Twitter 	Community premises Project offices	Regularly	<ul style="list-style-type: none"> To inform them on scheduled Project activities, increase awareness and collect their feedback To inform them on the GM To inform them about Project

With Whom	Channels of Engagement	Venue	Frequency	Purpose
	messages <ul style="list-style-type: none"> • In person meetings • Radio • GM hotlines 			achievements <ul style="list-style-type: none"> • Prevention of sexual exploitation and abuse
<ul style="list-style-type: none"> • Disadvantaged/Vulnerable Individuals or Groups. 	<ul style="list-style-type: none"> • In person consultations and outreach campaigns • Social media, leaflets, posters, brochures, and hand-outs • Radio • GM hotlines. 	Community premises	Regularly	<ul style="list-style-type: none"> • To ensure their participation in consultations • To increase awareness, provide consultations and collect feedbacks • Prevention of sexual exploitation and abuse

4.4 Proposed Strategy to Incorporate the Views of Vulnerable Groups

As indicated in Section 3.3 above, each implementing agency will ensure that disadvantaged and vulnerable individuals, groups or communities are purposefully consulted and adequately represented.

4.5 Timelines

This section will be completed in the final SEP.

4.6 Review of Comments

Each implementing agency will consider the feedback gathered from the different platforms or channels (e.g., official meetings, consultation workshops, assessments, and GM) during Project planning and implementation. The implementing agencies will also share with the concerned stakeholders the final decisions regarding program design, delivery of activities, realignments on information sharing or GM channels following stakeholder feedback.

4.7 Future Phases of Project

The implementing partners will report back to the concerned stakeholders at least once annually, and more frequently during periods of high activity.

5 Resources and Responsibilities for Implementing Stakeholder Engagement Activities

5.1 Roles and Responsibilities

UNICEF, WFP and SCI will directly implement activities assigned to each in the Project Document, as per their respective Financing Agreements. Each agency will define its own management structure to implement the Project prior to appraisal, and reflect it in the final SEP. This management structure will oversee the Project activities that each agency implements. The ultimate responsibility for implementation of the SEP rest with the respective Project Managers. The actual implementation will be done by designated individuals within each of the implementing agencies.

UNICEF, WFP and SCI will hold monthly coordination meetings to discuss activities specific to the project; additional coordination will also be ensured through established mechanisms such as the DPG, LEG and Education Cluster. The three agencies will prepare joint 6 monthly progress reports, with UNICEF coordinating inputs and validating the final content of the report with SCI and WFP before transmission to the WB team.

An indicative budget for the implementation of the SEP will be added to the final SEP

5.2 UNICEF

UNICEF will implement the Project components related to teacher incentives, school rehabilitation, school supplies, textbook printing and distribution, distance learning and upstream capacity building and institutional systems' strengthening. School rehabilitation activities will be subcontracted to PWP, under UNICEF's supervision.

Overall leadership across all aspects of project implementation will be provided by the UNICEF Representative and Deputy Representative in Yemen. Day to day management of project implementation will be led by the Education Section, with the Chief Education and Education Manager being responsible for project delivery, and acting as UNICEF's focal points to the World Bank, the education authorities in Yemen, project implementation partners, project beneficiaries at the national, governorate, district and school levels, the LEG, and other project stakeholders. UNICEF will implement through its Education section, which consists of 26 core staff including the country and five field offices (Yemen Country Office Sana'a, and Field Offices in Aden, Sana'a, Sa'ada, Ibb, and Hodeidah). UNICEF's nationwide country presence will support implementation of applicable project components in the target governorates/districts and ensure full stakeholder engagement at all levels and each stage of project implementation. Attention will be paid to the Father Mother Councils at the school level, to ensure awareness and engagement at the community level, especially, but not limited to, the distance learning component.

The Education program also supports additional staff across specialised sections (Construction Unit, Supply & Logistics Unit, PMU for Cash Transfers, Field Operations/Education cluster, Information Management). These staff and sections within the Yemen Country Office will provide specialised technical and operational expertise in the implementation of specific project components:

- The Construction Unit will provide specialist expertise and leadership in school rehabilitation activities;
- The Supply & Logistics Unit will provide support related to logistics, contracting and procurement services, particularly linked the printing and distribution of textbooks;
- The UNICEF PMU will manage the disbursement of performance-based incentives/remuneration for teachers, using mechanisms developed for similar projects, and support with the implementation of the GM. To implement the cash initiatives, the PMU contracts independent service providers to conduct the verification of identity and eligibility, payments, third-party monitoring and fraud investigation.
- The Field Operations Section, and its Education cluster staff will provide support in ensuring linkages between the national and decentralised, local levels as well as ensuring linkages between humanitarian and development programming, i.e. providing technical support, coordination and information management and sharing with Education cluster members;
- The Programme and Education Cluster Information Managers, including at central and field office levels will provide support with information management and sharing, including data collection, data entry, data analysis and use.

UNICEF's project management capacity will also be supported by monitoring and verification mechanisms developed for each component. These monitoring mechanisms will be elaborated in conjunction with the PMU and UNICEF Yemen's Planning, Monitoring and Evaluation (PME) team; these will be detailed in subsequent project operational documents. In addition, UNICEF can draw back on a network of experts from various sections, including WASH, Health & Nutrition, Child Protection, Communications and Communication for Development/Risk Communication and Community Engagement (RCCE) (present in country as well as networks at regional and global levels). UNICEF also has dedicated staff in place working on PSEA (including at the inter-agency level under the Resident's Coordinators Office) and Gender Based Violence (GBV). UNICEF will also assign one environmental officer and one social officer

to manage environmental and social risks and impacts, and the labor management conditions.

5.3 WFP

WFP will directly oversee the implementation of the school feeding component of the REAL project which will be implemented in close coordination with counterpart authorities and (I)NGOs partners. The WFP Country Director is the WFP Representative in Yemen for this Project.

School feeding is one of the programmes that is implemented by WFP in Yemen, which is overseen by the Head of Programme. All aspects of its implementation will be managed by the school feeding team within the Programme unit.

The Stakeholder Engagement for WFP will be led by the school feeding teams situated at the WFP offices in Sana'a and Aden. The various area/field-offices will further support stakeholder facilitation at their respective governorate, districts and local levels by coordinating with the counterpart authorities, facilitation organizations, and the third-party monitoring companies.

- **Facilitation Organization for stakeholder engagement.** It is the overall responsibility of the Facilitation Organization to make local actors, local communities, upstream stakeholders and beneficiaries understand, accept, and support the school feeding as implemented by WFP with the support of the REAL Project. The Organization must identify and meet with representatives at the governorate, district, and village/locality level to establish working relationships of mutual trust to facilitate smooth implementation of the Project. This is done in close cooperation and with the support of WFP staff. It is the responsibility of the facilitator that school level functionaries and community members are aware of school feeding as implemented by WFP with the support of the REAL Project.
- **Third Party Monitoring (TPM).** Currently, WFP uses three TPM companies that provide independent monitoring services to WFP. Their regular responsibilities are explained as follows in addition to being tasked by WFP, as and when necessary to monitor the stakeholder engagement process. The regular tasks are: (i) conduct process monitoring at school level; (ii) conduct spot checks; (iii) conduct post distribution monitoring; (iv) investigate any cases selected by WFP; (v) recommend solutions to any implementation shortfalls; (vi) ensure that WFP monitoring formats are adhered to; and (vii) advise on aspects of quality implementation at the school level if necessary.

The facilitator organisation will prepare reports that document WFP's Stakeholder Engagement as undertaken for the school feeding programme. The report will contain the details of the consultation in terms of participant profiles, content, discussion, key messages delivered and highlight key comments received along with challenges faced during the consultation. These themes are expanded upon in addition to mitigation measures that the facilitator proposes to address any outstanding issues identified during the consultation.

The budget for stakeholder engagement will be defined in the Project Appraisal Document (PAD) as well as the Financing Agreement with WFP.

5.4 SCI

SCI's management of the Project will comprise two levels:

- **Direct Project Management.** The REAL project will be led by a Program Manager (PM), who will be supported by Award Management and Finance Coordinators, Social expert, and Monitoring, Evaluation, Accountability and Learning (MEAL) experts. The project management structure will also include two roving technical Program Coordinators, one in the North and one in the South. The PM will oversee the project from the start to end and communicate with stakeholders and management, while the two roving Technical Program Coordinators will work closely with other

members of the team as well as with their respective MoE counterparts. The MEAL experts will support with quality assurance and accountability measures at governorate and school levels.

SCI's Education Unit (EdU) has a formal role of technically supporting the quality of program development and implementation through regular national meetings, capacity and needs assessments and development of the teams in the field. The EdU will also review and sign off all Project reports and products to ensure they meet technical quality benchmarks. As the EdU is responsible for the quality of the whole education portfolio in the country, it will help streamline engagement and consultation with beneficiaries and key stakeholders, as well as coordination with education authorities and key actors at national level.

- **Governorate Level Management.** At governorate, district and community level, SCI will deploy an education officer as well as MEAL officers in each governorate. They will manage engagement activities at the grassroots level, including beneficiaries at schools and school districts as well as education authorities at governorate and district level. Key engagement activities will include:
 - o Community mobilization and sensitization
 - o Stakeholders consultation and planning activities
 - o Monitoring of project deliverables including conducting community FGDs
 - o Teacher and school personnel meetings

To align with other partners, SCI is open to discuss outsourcing some of the community level mobilization and communication outreach activities.

NOTE: The staffing structure will be updated in the final SEP, once the final list of governorates and budget are final.

SCI will ensure that stakeholder engagement activities conducted at national, governorate, district and community levels are documented and tracked using a stakeholder database, detailed implementation plan and regular meetings. These will be used to track progress but also to address any potential challenges. Meeting and/or workshop minutes and attendance registers will be used where applicable to track stakeholder attendance and engagement.

Stakeholder activities will include but are not be limited to joint monitoring visits, support visits, learning workshops, consultation meetings and project update meetings. The project manager and its team will maintain a tracker (excel based database) of all stakeholder engagement activities conducted.

Throughout the lifetime of the project, the team will continuously identify best practices and lessons learnt to strengthen the stakeholder engagement process; these will be shared with all partners to improve the overall quality of consultations and information collected.

6 Grievance and Redressal Mechanism

6.1 Overview

The three implementing agencies have well-established independent Grievance and Redressal Mechanisms in place, that are based on common principles, have similar processes and policies for receiving and handling complaints and feedback, as well as for data protection; and include inter-agency referral mechanisms. They are designed to be accessible, collaborative, expeditious, and effective in resolving concerns, and each incorporates multiple, relevant entry points/channels for inputs to be submitted.

Each of these GMs is effectively integrated into the management functions of the implementing agency and is sufficiently resourced to be able to absorb the anticipated additional caseload associated with the REAL Project. The implementing agencies intend to extend them to all proposed Project locations in which they operate.

Each implementing agency will brief target communities about the scope of the mechanisms, the safety of the complainant, time of response, the referral (cases outside of agencies' mandates that need to be referred to local authorities or other agencies) and appeal processes (in the event the complainant is dissatisfied with the outcome).

Incidents related to the Project will be notified to the Bank within 24-48 after its occurrence. Then the consolidated information brought to the World Bank's attention in periodic unified inter-agency reports. The implementing agencies are also exploring ways of combining their GM information whenever possible and on a needs basis to get a comprehensive picture (for example at the level of a school district).

If a grievance is received by an agency that relates to another implementing agency, the details of the complainant and the nature of the grievance will be forwarded to the concerned agency, with the complainant's permission. In addition, the agency that received the original grievance also gives the contact details of the concerned organization to the complainant.

6.2 Principles

Each agency's GM is designed to be accessible, collaborative, expeditious, and effective in resolving concerns, and each incorporates multiple, relevant entry points/channels for inputs to be submitted. Furthermore, the three implementing partners are committed to operate their respective GMs according to the following shared principles:

- **Accessibility.** Stakeholder groups for whom these mechanisms are intended must be familiar with them and able to easily access them. Information on the mechanisms must therefore be disseminated in languages, formats and mediums that can be easily understood by the stakeholders in the targeted areas, and entry points for providing inputs into the GM should be appropriate to the local context and based on stakeholder preferences for communication. These can include: toll free numbers, feedback boxes, face to face interview, etc.; where necessary, assistance should be provided for those who face particular barriers to accessing the feedback mechanisms, due to issues, such as: lack of awareness, low level literacy, costs, physical location, language, literacy, costs, physical location and fears of reprisal;
- **Predictability.** The steps involved in receiving and addressing complaints and feedback, and associated timeframes should be clear to all stakeholders, with expectations for outcomes managed at the outset of the process. The means for monitoring implementation should also be made clear;
- **Equitability.** Stakeholder should have access to advice and information needed to engage in a grievance process on fair, informed and respectful terms. There should be no imbalances or inequity in the way in which the GM treats different stakeholders. Any perception of inequality or preferential treatment undermines confidence in the mechanism, its legitimacy and its effectiveness;
- **Transparency.** Stakeholders that have submitted a complaint or feedback, should be kept informed about the progress in addressing the issue. Information on the mechanism's performance and information on how the redress process works should also be made publicly available. However, at the same time, the privacy of parties who have submitted complaints should be protected and the specific details of individual cases should not be disclosed publicly;
- **Based on consultations.** To ensure GMs are fit for purpose, regular consultations with the stakeholder groups for who they are intended are necessary during the design of the mechanism. Feedback on the performance of the mechanism should also be sought from these stakeholders during implementation, to ensure that the GM is being used, and that it meets the needs of the target group.

Confidentiality. The Implementing agencies will ensure a full confidentially management of all incidents related to GBV and Sexual Abuse to ensure a full protection of survivors.

The following three sections provide further information on the GMs of the implementing agencies.

6.3 UNICEF

UNICEF's GM for the Project will be based and building on already established and functioning systems successfully implemented under existing UNICEF-supported projects in Yemen. The GM will:

- Be responsive to beneficiaries, address and resolve their grievances;
- Serve as a channel to receive suggestions, and to increase community participation;
- Collect information to enhance management and improve implementation performance;
- Promote transparency and accountability on the modality and performance of the project;
- Deter fraud and corruption;
- Include referral pathways to refer Sexual Exploitation and Abuse (SEA) survivors to appropriate support services;
- Mitigate environmental and social risks; and
- Build trust between citizens and Project management.

It will include two components:

1. **Grievance collection**, whereby complaints and inquiries from beneficiaries, community members and project staff are received and logged into UNICEF's Project Management Information System (MIS)
2. **Redressal**, whereby the grievances are analysed and acted upon. The data of the complainant is collected when filing the grievance.

A complete grievance management workflow will be defined and implemented through the MIS, using tailored MIS modules developed for UNICEF. Project specific grievance categories and types will be defined for each project component once the model is developed, and subsequently protocols will be put in place for grievance collection and redressal. These will be included in the final SEP version.

The entire GM will operate under the direct control of UNICEF's PMU in collaboration with UNICEF's Education section. The entire grievance collection and redressal process will be registered and recorded in the MIS and subjected to a comprehensive quality assurance process to ensure the mechanism's integrity and independence.

Standards of performance have been put in place and are regularly monitored by dedicated UNICEF staff managing the grievance redressal teams. Strict beneficiary data protection measures are observed. The data of the complainant is collected when filing the grievance; all complaints are treated with confidentiality and the complainant information is not disclosed to those against whom the complaint is filed.

Affected persons or communities can file their grievances through a toll-free line (8003090) to the call centre that UNICEF has established at its premises in Sana'a. The call centre can also be used by callers to obtain information. These calls are recorded as inquiries and immediately responded to by the call centre agents. The call centre is open six days a week and operates for a minimum of 10 hours a day. The number of working hours is increased as required to respond to the demand, based on ongoing monitoring of the number of calls. With 70 call centre agents (both males and females) and 50 active lines, the call centre has capacity to receive over 6,000 calls a day. While the toll-free line is the main platform for grievance collection, field deployed staff contracted by UNICEF can also collect grievances through a mobile application connected to the Management Information System (MIS). All agents involved in grievance collection - both males and females - receive specific training and guidance materials on the project. All grievance collection channels will be regularly publicised in all outreach and communication channels that will be used for the project, and which can include social media, direct SMS to project beneficiaries, and printed materials, among others.

Community members and service providers may make complaints on the following issues:

- Adverse social or environmental situation caused by the project;
- Access to project services, for example if an intended project beneficiary has not been reached by the project;
- Deviation in implementation or use of project inputs – (if implementing partners deliver services or pay to beneficiaries an amount less than the standard set by UNICEF for the project);
- Complaints on SEA related issues with ensuring complete confidentiality to protect impacted survivors due to culture norms in the country; and
- Any other concerns

Once a grievance has been filed, the MIS sends automated messages to beneficiaries who submitted grievances providing them with the grievance code to enable them to follow-up on the status of their grievance. This allows beneficiaries' involvement and enhances the quality of the process.

All grievances recorded in the MIS are automatically categorized allowing for redressal. Broadly, grievances are organised and acted upon as follows:

- Grievances of suspected fraud are subject to a first level of desk review to determine which ones require immediate investigation by the third-party monitoring organization; and which ones need a different type of redressal such as review of documentation, clarifications to the beneficiary, etc.
- Grievances associated with the quality of services or mistreatment are referred to the concerned contract manager/programme officer for follow up with the provider.
- Grievances related to beneficiary's challenges in accessing the project's benefits are handled through analysis of the specific situation of each beneficiary and follow up communication with the beneficiary to address the problem. Where relevant, the Ministry of Education may be informed to act upon specific grievances.

The Project will handle SEA/SH grievances as outlined in the note *Grievances Mechanisms for SEA/SH in World Bank-financed Projects*. The mandate of a SEA/SH GM is limited to: (i) referring, any survivor who has filed a complaint to relevant services, (ii) determining whether the allegation falls within the UN definition of SEA/SH, and (iii) noting whether the complainant alleges the grievance was perpetrated by an individual associated with a World Bank project. A SEA/SH GM does not have any investigative function. It has neither a mandate to establish criminal responsibility of any individual (the prerogative of the national justice system), nor any role in recommending or imposing disciplinary measures under an employment contract (the latter being the purview of the employer). All branches of the GM must be sensitive to handling SEA/SH complaints, including multiple reporting channels, the option of reporting anonymously, a response and accountability protocol including referral pathways to connect survivors with needed SEA services.

6.4 WFP

The primary point-of-access that WFP's SFP beneficiaries can use to submit their feedback/complaints is the WFP hotline. It is a toll-free hotline number (08002020) available to SFP beneficiaries 5 days a week from 8am until 4pm. The hotline number is displayed at schools as well as on the package of snacks students receive from WFP.

Beneficiaries are provided feedback calls as appropriate. The centre is based in the Country Office and reports to the internal Compliance Unit who is headed by a Senior International Officer. In 2019, a total of 20,556 calls were registered. In 2020, for the first three months (until March 2020) WFP registered 2,695 calls. The call centre/hotline number has been extensively publicized and hence as per monitoring data, 79 per cent of beneficiaries have knowledge of one or more of WFP's feedback mechanisms. Calls are being followed up systematically by the Area Offices and by the technical team in the Country Office.

The hotline is accessible to SFP beneficiaries across all targeted governorates (20 targeted governorates and

80 targeted districts in Yemen in 2020). To date, beneficiaries have utilized the hotline from 18 governorates and 74 districts, respectively. Outreach is ensured through the distribution of hotline posters before the start of the new academic year and inclusion of the awareness on hotline during training sessions of cooperating partners and counterpart authorities. The follow up mechanism is established and in place in WFP to follow up any reported cases through the hotline immediately. There also exist SOPs that define the coordinated actions and communication on reported cases with regards to any WFP programmes including school feeding, contributing to improved quality and efficiency of WFP's SFP in Yemen.

Table 5: GM Categories of Complaints (WFP)

High Priority	Medium	Low
<ul style="list-style-type: none"> • Diversion of food • Sale of food • Issues related to food – spoiled food • Payments – made in exchange for food • Protection Issues • Security Issues 	<ul style="list-style-type: none"> • Beneficiary targeting • School level management of program • Issues related to food - taste, packaging • Messaging related to program • Any other reasons for contacting WFP 	<ul style="list-style-type: none"> • Beneficiary targeting • Issues related to food - taste, packaging • Any other reasons for contacting WFP

As depicted in the table above that grievances may be of varying types and therefore similarly varying timelines will be followed. An overview of the SOPs process is outlined below:

1. Incident related information is received and logged.
2. Incident focal point shares details with the technical team (school feeding manager and relevant team members).
3. School feeding focal point assesses the situation based on available information and compiles the list of follow-up actions based on seriousness of the reported incident. An incident report is generated and updated based on additional information available through relevant downstream offices and/or the counterpart authorities.
4. The school feeding team summarizes information and follow-up actions, shares with relevant country office and downstream offices. The school feeding team shares findings with senior managers at the country office with suggested adjustments on follow-up actions based internal discussions.
5. School feeding team and/or downstream offices communicate with national counterpart, agree on follow-up measures, obtain assurance of support for third party monitoring/WFP monitoring and measures to resolve the case.
6. School feeding team shares updated list of follow-up actions
7. Given the type of grievance, and if relevant, communications team is engaged in case of any external queries. Further information may be provided to donor relations team.
8. Donor relations maintains the contact with respective donors, reporting the summary of the incident before/at the assessment stage. Donors are informed before any contacts are made with media. Moreover, communications team will local and social media coverage.

School feeding team analyses & summarizes conclusions; shares the findings and follow-up actions with downstream offices and/or the counterpart authorities. Relevant units and teams act on agreed follow-up

actions aimed at operational enhancements. The incident and its follow up are duly documented and post-incident discussions are held for future prevention.

9. Incident is closed

Urgent cases should be resolved within 4 working days whereas medium and low priority cases should be resolved in 7 working days. Certain complaints such as those on low priority and related to targeting may be resolved on a longer time frame.

In addition to the GM hotline, one of the key components of stakeholder engagement is reporting flows from the school level, through the districts and governorates to the Central Offices of the counterpart authorities in Aden and Sana’a, as an alternative way of conveying concerns and issues faced at the school level to the attention of WFP. This is an additional method for receiving feedback vis-à-vis implementation related issues, shortfalls, new targeting etc. and normally results in quick action by WFP to resolve such issues at the earliest. Overall, WFP’s GRM system is dynamic and may change as the GRM system itself and/or complementary systems evolve. **The updated SEP will include WFP’s GRM channel to address SEA/SH grievances. Additionally, WFO will allow anonymous grievances to be raised and addressed.**

6.5 SCI

6.5.1 Complaints and Response Mechanism (CRM)

SCI has an established CRM system that includes channels used by stakeholders (beneficiaries) to post their grievances and addressing them. The system is comprised of three components: feedback channels, an online SQL-based database for recording and received grievances, led by competent and trained MEAL staff and dedicated accountability lead in the Country Office. The feedback mechanisms provide children and communities with access to a safe, confidential means of voicing complaints on issues within the control of the agency.

SCI has established protocols and feedback categorization procedures for handling complaints. These protocols were developed to ensure confidentiality during the complaint handling process and to provide guidance in dealing with different complaints to ensure that complainants are treated with dignity, facilitating that stakeholders express themselves openly.

6.5.2 Entry Points

SCI’s CRM can be accessed through a toll-free hotline, office phone numbers, and face to face feedback. The following table indicates the different channels for lodging complaints:

Table 6: GM Entry Points (SCI)

Office	Physical address	Phone Number	Toll Free Number
Country Office (Sana’a)	Al-Sabeen District, 8 St. off Haddah St.	+967-1-427744/55	8004040
Aden & Lahj Field Offices	05 Saba St. Embassies Area Khormaksar, Aden	+967-2-234 016	
Hajjah Office	Alghorabi – Alghahdaa neighbourhood, Hajjah	+967-7-210219	
Sa’ada	Alsalam Quarter, Al-Salam Street, Sa’ada	+967-7-513218	
Taiz	Alkadash Village, Alturba, Taiz	+967-4-303731	

The grievances are recorded in a password-protected database system which encrypts all cases and applies the de-identification process for everyone who accesses the system saved only to the accountability lead. Recording cases in an online system has two advantages: firstly, it helps ensure that there is follow up and that things do not slip; and secondly, it helps looking back over time at the series of issues that have been raised by the community, and at SCI's responses and learning.

SCI ensures that targeted communities have access to at least two feedback mechanisms. The mechanisms are chosen by the beneficiaries based on targeted community preferences. The type of mechanisms currently in place are the tollfree number, suggestion boxes, face to face, SMS, emails and social media. If there are issues with recording the complaints into a complaints database, offline excel files are uploaded once the online database is active.

SCI categorizes feedback into the following seven types: i) Category 0: Positive feedback; ii) Category 1: Suggestions; iii) Category 2: Request for information; iv) Category 3: Request for assistance; v) Category 4: Minor dissatisfaction with activities; vi) Category 5: Major dissatisfaction with activities; vii) Category 6: Child safeguarding violations by SCI/ Partners/ Volunteers staff (requires a fast-tracking approach); Category 7: Child safeguarding violations by Non-SCI Staff (requires a fast-tracking approach).

6.5.3 Complaint Resolution Procedures

Resolve informally: most complaints are resolved quickly and informally with common sense and knowledge of the programme. Staff are encouraged and supported to do this wherever possible. Even if a complaint is resolved immediately, it is good practice to record the complaint in the complaint database or logbook, and to note the outcome.

Resolve formally: some complaints, especially where they allege staff misconduct, are resolved quickly or easily. Misconduct includes behaviour that is not in line with SCI's staff code of conduct and child safeguarding policy. It is good practice to involve staff (or partners or community members) not directly linked to the project to carry-out a formal investigation. Some complaints may need to be 'escalated', so that they are investigated at a more senior level or by those with specialist expertise.

6.5.4 Handling Complaints and Feedback

A complaint is an expression of dissatisfaction. It is a specific grievance of anyone who believes that the organization has failed to meet a stated commitment, or of anyone who has been negatively affected by SCI's programs or its staff. A complaint primarily includes concerns about the standards of service, action or lack of action by SCI or its staff and representatives, which include partner staff, volunteers, contractors/consultants, community committee members or anybody directly involved in the delivery of SCI's work. A complaint to which SCI can respond has to be about an action for which SCI is responsible, or one which is within SCI's sphere of influence.

Feedback is a positive or negative statement of opinion about SCI's programs and the behaviour of its staff and representatives: this is shared for information or action but not with the intention of lodging a formal complaint. Depending on the nature or seriousness of the feedback, however, SCI may need to take the same action as if the feedback were a complaint.

During awareness and community mobilization sessions, SCI will share information on GM channels with stakeholders. The GM channels will also be published on posters, flyers, banners and verbally during community meetings. Table 8 highlights how SCI categorizes feedback received from the communities.

Table 7: GM Feedback Categories (SCI)

Category	Type of feedback	Response	Timelines to provide feedback
0	Positive feedback	Say thank you and log the feedback. Share the feedback with the relevant program teams, Field Managers & SMT, PDQ and OPs	Immediately during and at the end of the call.
1	Suggestions	For request and suggestion out of SCI's scope or plan put forward for consideration on how to make a service, good or activity better in the future. Say thank you and raise the feedback. Raising and sharing the feedback depends on the nature of the suggestion, share it with relevant decision makers.	Immediately during and at the end of the call.
2	Request for information	In most cases, the MEAL Assistant should be able to respond to the request for information when received. In some cases, s/he may need to share it or consult with other programme colleagues or with committees pre-established from communities. Where the same requests for information/assistance is received repeatedly, Frequently Asked Questions (FAQ) for use by the MEAL Assistant should be prepared by the Program Manager.	Immediately during or at the end of the call.
3	Any general or specific dissatisfaction with SCI's programming, for example: irrelevant items or programming, missing items from kits, lack of follow-up, issues about SCI's programme approach, poor-quality items, etc	Before sharing the case via e-mail, the MEAL team is requested to check the criteria of interventions. Then, the case should be shared with the Program Manager, if the dissatisfaction was due to SCI's intervention which its information was shared with community. If the recipient did not reply within 24 hours, the case should be re-shared again with the Field Manager copying the Operations Director. Log the feedback. If possible and acceptable, take the reporting person's contact information.	Two to seven days: Seven days allows program and field team to conduct field visits where necessary.

Category	Type of feedback	Response	Timelines to provide feedback
4	Allegations of fraud; Any alleged breach of SCI's anti-fraud policy by SCI or partner staff, volunteers or representatives, including community members supporting SCI programming. This can include theft, misappropriation of goods; requests for payment for favours; manipulation of programming or internal processes for personal or family benefit. e.g.: take money from beneficiaries to register them, selling aid/commodities, any bribery.	Will be reported confidentially and within 24 hours to the Internal Auditor and Country Director, who will assist the reported to file an initial fraud report, and to pursue the matter further. Fraud focal points is the Country Director (CD) and the Internal Controller, shar e-mail. Log the feedback, leaving out specific details which could identify individuals involved. If possible and acceptable, take the reporting person's contact information.	One to two weeks: Two weeks to allow some time for investigations. NOTE: The complainant is informed within 72 hours that the case was raised with the relevant staff.
5	Allegations or concern of actual or suspected inappropriate behaviour or misconduct towards adult beneficiaries, community members, or SCI staff, by SCI staff, partners, or representatives in the community including: verbal abuse; physical violence of any kind; any demands for sex in exchange for money, food, employment or other benefit; any sexual relationship between staff, partners and beneficiary; or behaviour that could be perceived to be abusive or exploitative.	Will be reported immediately and confidentially to the Human Resources Director or Child Safeguarding Focal Point who will support the reported to undertake an initial code of conduct report. Log the feedback, leaving out specific details which could identify individuals involved. If possible and acceptable, take the reporting person's contact information.	One to two weeks: Two weeks allow time for investigations. NOTE: The complainant is informed within 72 hours that the case was raised with the relevant staff.
6	Allegation or concern of actual or suspected child safeguarding violations by SCI or partner staff, volunteers or representatives, including community members supporting SCI programming. A child safeguarding violation includes: trafficking; violence against children, including corporal punishment; any sexual contact with a child, including marriage to an individual under 18 years; demands for sex in exchange for money, food, employment or other benefit; neglect or exposure of child to harm; verbal or emotional abuse; or any inappropriate behaviour that can be perceived as the above.	Must be reported immediately and confidentially to the Child Safeguarding Manager or Focal Point copying the CD, who will assist the reported to file an initial child safeguarding report. The initial child safeguarding report should be password protected. No confidential information will be shared in the text of emails. The child's real name will not be used in sensitive cases. Use a letter or pseudonym. The team will log the feedback, leaving out specific details which could identify individuals involved. If possible and acceptable, take the reporting person's contact information.	One to two weeks: Two weeks allow time for investigations. NOTE: The complainant is informed within 72 hours that the case was raised with the relevant staff.

Category	Type of feedback	Response	Timelines to provide feedback
7	Allegation or report of actual or suspected child safeguarding violation by someone not affiliated with SCI.	Must be reported immediately and confidentially to the Child Safeguarding Focal Point at local or national level or to the CP team to refer it, who will assist the reported to file an initial child safeguarding report. Log the feedback, leaving out specific details which could identify individuals involved. If possible and acceptable, take the reporting person's contact information.	One to two weeks: Two weeks allow time for investigations. NOTE: The complainant is informed within 72 hours that the case was raised with the relevant staff.

6.5.5 Who Can Complain or Send Feedback?

Children and communities involved or not involved in our programmes. Everyone affected by SCI programmes or programme decisions can submit complaints and feedback. The Project team will brief the community about the scope of the mechanism, the safety of the complainant, and the referral (cases outside of SCI's mandate that will need to be referred to local authorities or other agencies) and appeal processes (what happens if the person making the complaint is not happy with the outcome).

6.5.6 SCI Response

- **Feedback register:** whether positive or negative, all feedback will be registered in the feedback register. On a monthly basis, the registers should be centralized, and the complaints for the last month reported, by category and number, to the SMT.
- **Immediate response:** most feedback in categories 0, 1, 2 and 3 can be addressed quickly with common sense and knowledge of the programme. Staff must be encouraged and supported to do this wherever possible. Even if feedback is resolved immediately, it must be documented in the log, as evidence of SCI's functional accountability work.
- **Escalation:** some complaints, especially where they allege staff misconduct, cannot be resolved quickly or easily, and must be escalated. Misconduct includes behaviour that is not in line with SCI's staff code of conduct and child safeguarding policy. These must be escalated quickly and confidentially to the appropriate focal point, who will then follow procedures to address the issue.

6.5.7 CRM Dedicated Resources and Capacity

SCI Yemen has 7 staff who dedicate 100 per cent Level of Effort (LoE) to the CRM. This number includes three Toll Operators and Accountability Lead based in the Country Office. In addition to these full-time staff, all SCI Yemen MEAL staff (33 in total) dedicate approximately 10 to 15 per cent LoE to Accountability.

SCI Yemen's toll-free system can receive 12 calls simultaneously and on average receives just over 100 calls per day, though this varies according to the type of project activities being delivered at any given time.

Other MEAL staff in the Field Offices under the guidance of the Accountability Lead operate suggestions boxes and conduct FGDs were necessary to capture feedback from targeted communities.

6.5.8 Relevant Policies and Frameworks Associated with SCI's CRM

Table 8: Polices and Frameworks Associated with SCI's CRM

Policies	Notes
SCI Program Policy	Outlines the design of each project and mandatory components of each program. The policy mandates funding and running an accountability system as part of ensuring children and beneficiary voices are heard throughout program implementation.
SCI Safeguarding Policy	Gives detailed guidance on how to handle different complaints according to their categories (pg. 22)
PSEA Policy	Gives guidance on how to treat cases that relate to sexual exploitation and abuse once received through GM mechanisms
Accountability Procedures	Guidance on SCI's theoretical basis and minimum standards for GMs
Frameworks	
CHS	Guidance on holistic accountability for program quality and accountability
Grand Bargain	Gives guidance on participation and transparent program implementation
SPHERE Standards	Protecting communities (confidentiality and data protection) page 39 – 40

7 Monitoring and Reporting

The implementing agencies will monitor and evaluate their stakeholder engagement processes in two distinct but related manners:

- Short-term monitoring while conducting the engagement activities, to allow for adjustments and improvements
- A review of results following the completion of engagement activities, to evaluate their effectiveness.

7.1 UNICEF

The project will rely on regular implementing agency reports, Third-Party Monitoring (TPM), Direct Field Monitoring, Media Monitoring, and Remote Monitoring where applicable and verification processes of Project implementation. At decentralized levels Governorate and District Education Offices (GEOs, DEOs), as well as school administrations, will be included in daily follow-up and monitoring to ensure that activities are carried out according to the objectives and indicators defined in the project (possible joint monitoring visits between UNICEF, SCI and WFP, as well as with MoE/GEO/DEO staff, in addition to independent monitoring and verification exercises). Independent access to monitoring, data collection, verification will be a condition for implementation of the REAL project.

UNICEF's responsibilities include:

- Monitoring progress, delays and challenges of planned implementation, including changes in security situation and effects on the education sector. Determining and, if possible, addressing the

causes for the delay or non-implementation of activities in the annual plan.

- Information sharing and reporting on implementation progress, delays and challenges in implementation.

UNICEF has adopted the Enhanced Harmonized Approach to Cash Transfers (HACT Plus) which goes beyond the regular HACT Framework that was initially adopted along with other UN agencies including UNDP, WFP and UNFPA. HACT Plus transcend the maximum prescribed assurance activities in HACT, a decision that is determined by the inherent risk exposure and operating environment. HACT Plus assurance activities are managed by the Planning, Monitoring, and Evaluation unit in UNICEF's Yemen country office. Before signing a project cooperation agreement or any other program/project implementation agreements with an implementing partner, UNICEF conducts a micro-assessment, including an assessment of the accounting, procurement, and reporting procedures as well as the internal controls of the implementing partner. The results of this micro-assessment enable UNICEF to categorize its implementing partners to the appropriate category of risk rating: low, moderate, or significant/high risk partners. The risk rating, along with other available information, is also taken into consideration when selecting the appropriate cash transfer modality for an IP. Sometimes, and in case of urgent needs of services, UNICEF might partner with an implementing partner before conducting micro-assessment in which case high risk is assumed until the partner is micro assessed. All Implementing Partners to be re- assessed to strengthening the assurance activities.

The risk rating of the implementing partner and amount of cash to be transferred to the partner determine the frequency of the different types of assurance activities that UNICEF will conduct as part of its risk mitigation measures. Using the results of the micro assessments, UNICEF identifies weaknesses related to high-risk implementing partners and provides capacity development to strengthen the partner's financial management capacity.

During implementation, in line with the HACT Plus framework, UNICEF conducts three types of risk assurance activities: programmatic visits, spot checks, and audits. Programmatic visits are conducted to obtain evidence on the status of program implementation and to review progress towards achievement of planned results. Spot-checks are conducted to review the implementing partner's financial records for the project in question, which enables UNICEF to obtain reasonable assurance that the expenditure amounts reported by implementation partners are accurate. Lastly, audits are a systematic and independent examination of an implementing partner's data, statements, records, operations and performance meant to determine whether the funds transferred to IPs were used for the appropriate purpose and in accordance with the work plans. UNICEF identifies and contracts an external service provider to conduct audits of its implementing partners.

For the Rural Female Teachers (RFT) component, UNICEF will contract an independent TPM service provider to monitor compliance with the Project's design, standards and parameters throughout the project cycle. The TPM activities include male only and female only FGDs which serve as an effective way to learn from the beneficiaries and community members and gain insight on how different aspects of the project may impact males and females.

UNICEF has SOPs as well as five Long-term Agreements in place for TPM, Remote Monitoring, Verification and Procurement related processes (End-User Monitoring).

7.2 WFP

WFP closely monitors the implementation of activities by partners through its own field monitors and contracted third parties, including:

- WFP Field Staff Monitoring
- Third Party Monitoring: WFP has three dedicated TPM companies that conduct onsite monitoring as well as Post-distribution monitoring.
- Three WFP call centres, two in Sana'a and one in Amman, as part of the process and outcome monitoring: (i) Dispatch and Distribution follow-up to track deliveries, distribution status and identify gaps; (ii) Beneficiary Verification Mechanism to follow up and verify third party monitoring findings in high priority locations; (iii) Post distribution monitoring and outcome monitoring call centre in Amman.
- A WFP toll-free hotline, where beneficiaries and non-beneficiaries can ask questions and raise concerns.

WFP established several control mechanisms to further augment the unit's functions and effectiveness, including a Monitoring and Evaluation Findings (MEF) management database to track and follow up on monitoring findings.

As aforementioned, WFP undertakes monitoring activities either directly or through one of its three TPMs who adhere to the prescribed monitoring process. The process includes engaging with the stakeholders at the school level which include teachers, local community leaders, school principals, school level functionaries and beneficiaries. Monitors typically gather information on the formats and report back on stakeholder feedback related to various issues related to quality implementation of the school feeding program. It is a keyway to ensure that all stakeholders hold WFP in confidence that implementation is undertaken upholding humanitarian principles (humanity, neutrality, impartiality and independence).

7.3 SCI

SCI will work with teachers, school directors and MoE staff in systematically tracking to ensure services are delivered according to plans and within agreed standards. Tracking will be done to ensure the use of distributed teacher materials, program progress and efficacy of teacher trainings. Teachers, Parent Teacher Associations (PTAs), and MoE staff will be capacitated to provide continuous and timely feedback to SCI through different channels.

Working with teachers, PTAs and MoE staff will ensure that SCI will obtain feedback in a timely manner and which is thorough as the stakeholders are from the affected communities and highly likely to provide in-depth analysis and feedback on program gains and gaps. In addition to teachers being subject matter experts (which enhances quality of the feedback obtained), a team composed of MoE staff, PTAs and teachers will provide all round feedback on technical design, implementation and community participation in program activities. Working with these stakeholders will promote and enhance sustainability in program management.