

Republic of Yemen

Restoring Education and Learning (REAL) (P175036)

Stakeholder Engagement Plan (SEP)

Prepared by

United Nations Children Fund (UNICEF)

And

World Food Programme (WFP)

And

Save the Children International (SCI)

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Annex 1: List of 37 schools' public consultation and committees Error! Bookmark not defined.

Annex 2- List of participants in Stakeholder Engagement and Public Consultations (SCI)

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Annex 3- Sample Photos of Stakeholder Engagement and Public Consultations Error!

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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 and disclosed. This updated SEP version is the first update of the preliminary SEP, it includes the consultation during the previous period till the end of August 2022.

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 sanitizers 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) identified 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. After further in-depth discussions with the local authorities, the final selection was agreed upon 14 districts in 7 governorates (Taiz, Ibb, Hudaydah, Marib, Saada, Hadhramout, and Abyan). The current estimation of the number of schools in the 14 districts is 1,127. All interventions within the second component on strengthening local capacity and system resilience will be undertaken at governorate level.

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, learning assessments, alternative learning and capacity building at school level, 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-9 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.

UNICEFs 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.

During the school year 2021-2022, over 3,000 MoE staff and Father/Mother Council members working on SFP implementation and oversight were trained in all REAL districts across 7 governorates.

WFP engages communities and education authorities in locations where school feeding activities are implemented on a regular basis, as a core element of the design of its School Feeding (SF) programme in Yemen. These engagements take the form of cascade trainings which WFP regularly conducts with the following objectives:

- to help participants acquire knowledge and skills to deepen their understanding of the WFP school feeding programme in Yemen and its operational principles;
- to strengthen the role of the Ministry of Education (MoE), local authorities and communities as key actors in SFP implementation, by providing them with the skills necessary to properly manage and monitor the implementation of the programme;
- to ensure proper implementation of SFP and accurate and timely reporting.

The most recent set of training/engagement sessions were conducted during a period that spanned over from November 2021 to May 2022, with breaks in between (final exams and observance of Ramadan and Eid). Over 100 sessions were held that covered over 3,000 participants composed of local authorities, education authorities, school staff and community representatives (Father/Mother Councils) in all REAL targeted districts. Session participants relayed that they were pleased for the opportunity to get a deeper understanding of the knowledge and tools required to implement and monitor WFP's programmes. The participants also indicated that they wanted to regularize the sessions given the opportunity to voice their opinions and recommendations on the programme structure, and to establish the role of government

organizations and communities in the programme. The common thread in participants' feedback was importance of sustaining the sense of community ownership and continuing to improve the uptake of communities' consultative roles.

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.

SCI used an inclusive, rights-based, gender-sensitive and safe approach to its previous consultations. It applies the nine basic requirements for meaningful and ethical participation that participation must be transparent, voluntary, relevant, respectful, inclusive, child-friendly, ensure safeguarding, be supported by training, and accountable.

SCI consulted stakeholders using formal meetings, focus group discussions, face to face consultations, and workshops.

Since the COVID-19 global pandemic is still ongoing, SCI included COVID-19 preventive measures during stakeholder engagement activities in the fields, including:

- Conducting meetings conducted outside in open places whenever possible. When this was not possible meetings were held in well ventilated areas, and the number of participants depended on available safe distances between them.
- SCI briefed participants regarding COVID-19 risks and required mitigation measures conducted before engagement activities.

All SCI stakeholder engagement activities included awareness on SCI safeguarding policies and codes as well as sharing the information about grievance reporting mechanism (GRM).

Fathers and Mothers Councils

SCI engaged stakeholder using Father and Mother Councils (FMCs) to strengthen and support their role within the community and the education sector.

- **FMC engagement in Aden, Lahj, and Al-Dhale'e Governorates**

SCI engaged FMCs in Aden, Lahj, and Al-Dhale'e governorates during January 2021. The engagement activities reached 176 targeted schools in 37 hub-schools (12 in Aden, 11 in Lahj and 14 in Al-Dhale'e). The engagement helped revitalize FMCs by reviewing their roles and responsibilities and discussing their current practice and needs. SCI also engaged FMCs, MoE and Governorate Education Offices (GEOs) in the planning for the community mapping activity. The activity was conducted in 58 hub-schools: 19 in Aden, 25 in Lahj and 14 in Al-Dhale'e where 45 FMC members from all the 176 targeted schools participated. The total number of participants from FMCs was 638 persons (481 males and 157 females).

- **FMC Engagement in Sa'ada**

SCI engaged monthly with 40 FMC representatives (20 males and 20 females) in Sa'ada governorate to discuss the role of parents in child protection, and student learning outcomes, to encourage parents to integrate their children into education, and to consult on the roles of children parents in developing their education level.

The following comments were provided by the participants:

- Information on FMC gaps and needs was collected and recorded for future support
- Children with disabilities have specific needs
- There are reasons for girls and boys dropping out, but solutions can be found
- Participants indicated that they *"don't have the technical ability nor the economic ability but we have labour and you give us technical and economic support and we put our hand to develop education"*
- Participants indicated that *"were happy with your presence, we live in remote places which no one visits, so whatever you give us will be helpful"*

Ministry of Education Engagement in Sana'a Governorate.

Two SCI education experts² met face to face with the Vice Minister of Education, and most MoE undersecretaries on March 2, 2021, to discuss Yemen's education needs and priorities, including how SCI can support the MoE in ensuring that all children in Yemen have access to quality education, including through the REAL Project. Participants included:

Dr. Qasem Qasem Al-Humran	MoE Vice Minister
Mr. Al Ahmed Abbas	Minister's Office Manager
Mr. Ali Husain Al-Haimi	Head of Technical Office
Mr. Ibrahim Sharaf	(general) Deputy Minister
Mr. Yahya Al-Motawakkel	Deputy Head of Technical Office, TO
Ms. Bushra Al-Muhawari	Deputy Minister of Girls Education Sector
Mr. Khalid Ibrahim	Deputy Minister of Projects Sector
Mr. Mohammed GHallab	Deputy Minister of Training Sector
Mr. AbdAllah Ali Annaomi	Deputy Minister of General Education
Mr. Waleed Al-Hashemi	Head of TO Coordination (Liaison) Unit
Ms. Shukrya Al-Badani	Coordinator
Mr. Haidar Saleh Al-Jabal	Deputy of Planning Director General
Ms. Aysha Al-Jailani	TO (Assistant)

SCI informed the participants about the REAL Project components that will be implemented by SCI. The participants mentioned challenges related to the selection of Project locations, which might prevent SCI and the MoE to reflect together on the implementation of Project activities. The MoE underlined that the printing

² Chiara Moroni, Education Technical Advisor (PDQ), and Tawfiq Almakhlafi, Education Specialist (PDQ)

the textbooks is an important issue and expressed its appreciation for the REAL Project. SCI and the MoE discussed the importance of printing the textbooks before the 2021/2022 school year starts. SCI confirmed that the MoE will be engaged in the development and distribution of learning materials.

Children Engagement in Sa'ada Governorate

SCI interactively engaged 36 children age 6 to 14 (12 female and 24 males) in Sa'ada governorate in April 2021 through focus group discussions. The children participated by drawing and thinking in small groups to express the way they think of education and how they visualize it, or wish, to see it after three years from now. The exercise was conducted in a total number of 4 groups for girls and 8 for boys.

The children started the exercise by acknowledging the importance of education and how they are eager to continue and achieve their future dreams. They described that education is currently extremely poor due to the situation, conflict, crowded classes and lack of essentials such as books, yards, laboratory classes and well-being activities. The children explained that they aim to see their schools in a better place where they can be educated, play and practice their childhood rights. Boys described their feeling about education currently as “frustrating” while girls said that they see their dreams destroyed without any handed support. The children see their schools destroyed with broken assets, tents instead of built classes and absence of furniture. Girls explained how difficult it is to study under the sun, heat, and rain and in schools without toilets. They also expressed their concerns of not being able to continue their education due to the absence of the last two education grades in their school.

SCI team gave inspirational information to these children to motivate them to continue education. The team also provided some information on REAL Project and how it will help children through some activities, such as school feeding activity by WFP, rehabilitation toilets in schools in addition to Provision of school supplies to students by UNICEF. The team highlighted that the Project would help directly children by distributing textbooks for children by SCI. They were informed that the Project will provide training for their teachers which will help them to have better education. On the other hand, they were informed that the Project will not be able to build new classes, schools or provide furniture. The children were finally motivated to continue their education and to be optimistic clarifying that education is their future and hopefully to have better future soon.

3 Stakeholder Engagement During Implementation Activities

During the reporting period, the three implementing agencies conducted inclusive consultations with the different stakeholders in the targeted areas. Regular consultations will continue to be conducted throughout the project lifecycle.

- The first round of consultations began in November 2020. UNICEF, WFP, and Save the Children introduced the project to the education authorities in Sana'a. This overview included information about the funding and duration, the package of interventions under each component, the potential target areas and beneficiaries, and the proposed capacity building activities for the MoE officials and school administration personnel. The meeting was attended by the Director of MoE-PMU in Sana'a and representatives from Save the Children, UNICEF, and WFP.
- On March 17th, 2021, the MoE and REAL project partners agreed that, given the budget restrictions, the expansion of schools' target beyond 1,127 may not be feasible. The discussions therefore focused on the selected areas. The participants were: the Head of Technical Office, MoE, Deputy Minister of Education and other senior officials leading the school feeding programme, Early Childhood, Statistics and Planning at MoE, including representatives from Save the Children, UNICEF and WFP.
- Further rounds of meetings were held between April 12th and 23rd, 2022 to finalize the discussion on the

target governorates and districts. Seven governorates were proposed for interventions, based on the Project Targeting Index (PTI), namely: Abyan, Taiz, Ibb, Al-Hodeidah, Marib, Sa’ada and Hadramaut. It was agreed that, in case the project faces difficulty in reaching any of the targeted districts, other districts will be selected within the same targeted governorates. The Implementing Partners were informed by the World Bank that the final selection would be endorsed by the Technical Committee, composed by representatives from the World Bank, UNESCO (as Coordinating Agency), the Ministry of Education from Aden and the Education Authorities in Sana’a.

3.1 UNICEF first updated consultations

On 18th May 2022, UNICEF organized a meeting with PWP team on the following topics: the update of the Programme Document (PD); the revised budget template; the signature of the Partnership Cooperation Agreement (PCA); the list of targeted schools; and the ES safeguarding issues, including PSEA. It was also agreed to schedule a meeting with the WB team together with UNICEF and PWP to further discuss about the above topics.

UNICEF	PWP
Deputy Representative	PWP Director
Education Specialist / REAL P.M.	Planning Manger
WASH Specialist	Procurement Manger
Education Specialist	Financial Manager
Programme Specialist / ESS	ES Safeguards
Programme Officer / ES	

Another meeting was organized on 6th June 2022 with PWP to discuss further the PD budget and more details on the ESS issues.

UNICEF	PWP
Education Specialist / REAL P.M.	Planning Manger
WASH Specialist	Procurement Manger
Education Specialist	Financial Manager
Programme Specialist / ESS	ES Safeguards
Programme Officer / ES	

Several follow up meetings were organized between PWP and UNICEF safeguarding unit, starting from 9th June 2022. REAL ES safeguarding instruments were thoroughly discussed and PWP reaffirmed their understanding of the ESF objectives. However, they also expressed concerns regarding the complexity of the requirements in the GBV Action Plan. They ensured to have adequate resources to implement GBV/PSEA – for example, by recruiting a full-time Gender Officer with experience on PSEA. In August 2022, UNICEF PSEA specialist conducted a training to the PWP staff and consultants on the GBV action plan requirements and its implementation; she also supported PWP in preparing their own GBV polices. Safeguarding forms and templates currently used by PWP during the implementation of the activities were revised by UNICEF in order to meet the REAL ESS requirements. A dedicated meeting was held on 4th July and the final templates for the public consultations were shared with UNICEF team on 7th July 2022.

A coordination meeting was organized between UNICEF, PWP, MoE and the Project Management Unit-Ministry of Education (EPMU) on 21st June 2022 to discuss the WB REAL project, with a specific focus on the schools’ rehabilitation component.

The main agreed action are as follows:

#	Action Points	Responsibility	Deadline	Status
1	EPMU to act as a contact point among MoE, UNICEF and PWP to facilitate liaising, communication and coordination for REAL project rehabilitation.	EPMU	During schools' rehabilitation process	Done
2	To establish a technical committee composed by the representatives of the three partners and EPMU. Each partner to nominate their representative in this committee and share the name with EPMU.	MoE, UNICEF, PWP and EPMU	Thursday, June 23 rd 2022	Done
3	EPMU to draft ToRs for the technical committee and share it with all partners for their inputs, by clarifying each stakeholders' roles and responsibilities in the rehabilitation process.	EPMU	Sunday, June 26 th 2022	Done
4	EPMU to follow up on the endorsement of the ToRs.	MoE, UNICEF, PWP and EPMU	After receiving the partners' inputs	Done
5	MoE to communicate to PWP the names of the MoE engineers working in the targeted governorates to be part of selected engineering team of PWP, provided that those engineers meet PWP conditions and criteria of selection.	MoE	The names were provided	Done

The list of participants in the below table:

From UNICEF	From PWP	From MoE	From EPMU
REAL Project Director	PWP Director	Head of the Technical Office	EPMU Director
Education Specialist	Procurement Manager	MoE Deputy Minister	MoE-PMU M&E Officer
WASH Specialist	Planning Manager	G.D of Supplies	
		Deputy Director of Construction	
		Head of Coordination and Follow-up Unit	

PWP conducted an initial pilot needs assessment for six selected schools in Taiz and Ibb governorates to gain a better understanding of the scope of work and of the potential rehabilitation costs. During the needs assessment, major rehabilitation needs were identified, which would lead to a budget increase compared to the initial financial resources allocated during the project design.

A meeting was held on 29th June 2022 with UNICEF, PWP and World Bank to discuss and present the main findings of the pilot assessment for the six schools.

It was agreed that a close coordination with PWP would be ensured to align with the priorities identified by the assessment conducted by the consultancy firm (Prodigy) earlier this year.

UNICEF had a discussion with the MoE on 30th June 2022 to reach an overall consensus on the way forward. The authorities agreed that the rehabilitation would start in 20 schools in Taiz and Ibb, upon the following conditions: PWP would develop BOQs and work plan/timeline jointly with the school headmaster/team during the assessment visit, and therefore they would share them with UNICEF and MoE.

UNICEF	PWP
Deputy Representative	Head of the Technical Office
Chief Education	Education PMU Director
Education Specialist	
Programme Officer/ES	

A meeting was organized in Aden on 6th July 2022 at the PMU office to discuss the project activities and challenges. The participants were: UNICEF Education Officer, Head of PMU Aden, Head of M&E in PMU, OIC of the technical office in MoE Aden.

Another technical meeting was organized with UNICEF, MoE and EPMU on Monday, 1st August 2022 to discuss the following agenda:

1. School rehabilitation including PWP work (AWP: 3.3.3.2)
2. Teacher incentives (AWP: 3.3.1.1).
3. Capacity building requests from MoE staff on different components (admin, reporting, etc.)
4. AOB.
 - a. BTL update.
 - b. Decree on children registration.
 - c. WASH in school programme for 80 schools (AWP: 3.3.3.3).

The main agreed action are as follows:

#	Action Points	Responsibility	Deadline	Status
1	Rehabilitation of REAL Project targeted schools			
1.1	PWP to complete the ongoing assessment and share the results with MoE to check and provide their comments if any.	UNICEF	ASAP	Ongoing
1.2	Technical Team of MoE, UNICEF and PWP to meet on Wednesday to discuss and finalize the Partners' roles and responsibilities and implementation mechanism.	EPMU	Wed. August 3 rd , 2022	Done
2	Teachers Incentives under REAL Project			
2.1	MoE and UNICEF to continue discussing with the technical team to finalize the arrangements.	MoE, UNICEF, and EPMU		Ongoing
3	Capacity Building for MoE staff			
3.1	MoE to prepare a proposal to include training components, the target groups of MoE, time frame of the training and proposed budget and share it with UNICEF on Wednesday 10 th August. Then UNICEF would review and check the possibility of conducting this training upon budget availability.	MoE	Wed. August 10 th , 2022	
4	AOB			

4.1	Conduct a joint visit for MoE and UNICEF to the schools during the launch of the school year 2022-2023.	MoE, UNICEF, and EPMU	During next week	Postponed
4.2	MoE to clarify the voluntary and not mandatory objective of the decree on children registration. MOE confirmed that there is a mistake in this decree as point number 4 is contradicting with point number 1.			Done
4.3	MoE and UNICEF to conduct a separate meeting on Tuesday 2 nd at MoE to discuss some points related to construction/rehabilitation.	EPMU	Tue. 2 nd of August 2022.	Done

The list of participants is outlined in the below table:

From UNICEF	From MoE	From EPMU
Chief of Education	Head of the Technical Office	MoE-PMU M&E Officer
Education Manager	Project Sector Deputy	
Education Manager (online)	D.G of Construction	
REAL Project Manager	Head of Coordination and Follow-up Unit	
Education Specialist	EiE Coordination	
Education Specialist	Specialist	
Education Specialist		
WASH Specialist		

A meeting was organized with PWP and UNICEF on Monday 1st August 2022 aimed at discussing the progress of school rehabilitation and other issues as follows:

- PWP to share all available BoQs with UNICEF safeguarding unit to allow them to start their review in the shortest possible delay.
- PWP to organize together with UNICEF regular meetings with the technical committee to discuss about schools' rehabilitation.
- PWP to share monthly updates and quarterly comprehensive reports according to UNICEF's templates.
- UNICEF to provide PWP finance team with a HACT training.
- PWP to update UNICEF on the tendering process; UNICEF to review only some samples of the tenders.
- UNICEF to organize a dedicated discussion on gender/PSEA with PWP.
- PWP to share the list of schools with solar panels in need of rehabilitation.
- PWP to prepare and share with UNICEF a technical and financial plan for the assessment of the needs of the solar panels in schools.

Consultation at governorate/district level:

Besides multiple meetings with local authorities, several consultations were conducted with primary

stakeholders, including school instructors, teachers, Mothers & Fathers' Councils, and the community members in the targeted schools, in order to listen to their concerns and opinions on the intervention and take into account their priorities. Sessions were organized in all the targeted schools by two PWP consultants (one female and one male) and the technical PWP team, by using the Participatory Rapid Assessment (PRA) tool. The teams were assigned to perform the primary socioeconomic and technical study, mainly:

- To screen the eligibility and define the needs/priorities through a community-based and participatory approach.
- To conduct awareness sessions on safeguarding standards, including OHS, GRM, and gender issues and women's participation.
- To explain the project activities and their impact.

The consultations were held in July and August 2022, during the preparation of the BoQs of each sub-projects, and more than 503 persons participated: 312 males and 191 females.

The stakeholders were invited in public meetings conducted either in one of the school classrooms or in the schools' yards.

The members of the Sub-Projects Committees (1 committee per school) were nominated by the Mothers and Fathers' Council, who selected representatives from the council itself by general acceptance. The main role of the mentioned committees, which are made up of both females and males, is to facilitate in managing the implementation of sub-projects activities as well as in solving the potential conflicts that may occur during the project. The frequency of the meetings of the sub-projects committees varies from school to schools – from 1 to 4 meetings per year.

The project components and the expected environmental and social impacts were described to the beneficiaries.

The consulted communities/beneficiaries, especially the schools' instructors and the Mothers & Fathers' Councils, committed to provide the needed support to facilitate the smooth implementation of the project activities in the schools.

However, most of the consultees expressed their dissatisfaction with the inadequate available funding for rehabilitation, which does not meet the schools' needs.

They also mentioned the need to construct new schools for girls in the rural areas of Taiz to decrease their drop out from the education system, since in most of the current structures the classrooms are too crowded and WASH facilities are insufficient.

Moreover, the consulted actors pushed for the sub-projects to be implemented in a timely manner in order not to disrupt the educational activities.

They asked to prioritize the recruitment of workers from the local communities for the project implementation.

The consultees are familiar with the impact that could occur during implementation as most of them are using cesspits for wastewater disposal and ground tanks for water collection in their houses. Therefore, they are not worried about the impact of the project, and they are willing to help implement the activities, as it will improve the hygiene situation and reduce the children's health risk associated with waterborne diseases. The school management indicated that no dedicated workers are available for the school maintenance; they also complain about the lack of cleaning materials in the schools and their inability to afford resources for purchasing them. In addition, they intend to raise awareness on GBV related issues with the school children (boys and girls) and prevent any risk or harm which may occur to them during implementation.

The stakeholders were informed on the Grievance Redressal Mechanism (GRM) and how to use it; they

were reassured that it is free of charge, that all information is confidential, and that they would receive a timely response to any inquiries and/or grievances.

During the consultations, PWP filled and documented the baseline survey form and other required tools, such as Covid-19 and cholera prevention measures and risks assessments forms.

3.2 World Food Program WFP first updated consultations

WFP has consulted key stakeholder groups relevant to the Project continuously since early 2020. These consultations have enhanced WFP's understanding of and preparation for beneficiary needs, requirements for school feeding programmes, and any emerging operational challenges.

WFP consulted with stakeholders regarding its school feeding programme, as follows:

- **Overview.** WFP undertakes an annual country-wide programme of consultation/orientation sessions with stakeholders at all schools targeted by WFP with school feeding programmes.
- **Dates conducted.** WFP holds these sessions on a yearly basis. The most recent sessions took place between November 2021 and May 2022, and the next round is due to be held in Q2 – Q3 2023.
- **Stakeholders consulted.** During the last set of consultations, WFP consulted local authorities and Ministry of Education employees (including school employees like headmasters or storekeepers) who hold responsibilities for schools WFP is already targeting; and local communities represented by parent committee groups. Over 3,000 individuals were consulted, through almost 100 sessions in all targeted schools across all of the 14 REAL districts.
- **Issues discussed.** WFP uses these sessions to inform and train key school feeding stakeholders on the nature of school feeding programmes in Yemen and its operational principles, and to seek feedback on WFP's approach. This feedback enables WFP and the MoE to make adjustments to school feeding activities and services throughout the project cycle to ensure that they are tailored to local school needs. The feedback also allows WFP to adapt its approach to the consultation sessions themselves, to improve stakeholder engagement and therefore likely to increase community participation in future sessions.

WFP has also held consultation with stakeholders regarding its healthy kitchen programmes, as follows:

- **Overview.** In conjunction with Ministry of Education officials, WFP engaged several key stakeholder groups in Aden prior to the local launch of the Healthy Kitchens project, through a programme of in-depth consultation sessions in which WFP sought stakeholder feedback on the Project's ongoing implementation of Healthy Kitchen programme proposed activities, and plans to expand the programme's reach (i.e., selecting additional schools to target with assistance).
- **Dates conducted.** The first such consultations took place at the inception of the Project in June 2019. Between then and April 2022, consultations with parents and students continued to take place on a regular ad hoc basis, as an integral part of WFP's monitoring of the project. These ad hoc sessions were conducted in a focus group format and monthly meetings that brought together MoE and schools, the Cooperating Partner and WFP.
- **Location.** The consultations targeted ten schools in the Aden area:
 - Abdo Fadel School
 - Al-Shokany School

- Omer Bin Alkhattab School
- Ahmed Bin Hanbal School
- Al Emad School
- Yousef Hendi School
- Aden Al Namodajyeh School
- Al Ghafiqi School
- Al-Basatin School
- AL Wahda School

• **Stakeholders consulted.** In conjunction with Ministry of Education officials, WFP engaged the parents, students, and managements of the ten schools in Aden.

• **Consultation issues.** The consultations ensured the full engagement of targeted communities with the healthy kitchens project, starting during the Project design stage. WFP presented the project to stakeholders and then solicited their feedback. Stakeholder inputs and diet preferences contributed to the design of the menu of freshly prepared meals to be served during the Project (prepared each day in WFP’s kitchen in Aden and delivered to classrooms during schools’ morning breaks). This approach has continued as WFP has looked to expand the Healthy Kitchen Programme: through consultation with the Ministry of Education throughout the 2021/22 academic year, WFP has grown the target caseload to 3 new schools – 10 in total – and an additional 5,000 students – now 15,000 in total.

Finally, WFP held Project framework consultation with Northern authorities regarding its school feeding and healthy kitchen programmes, as follows;

• **Overview.** WFP, UNICEF and SCI met with the Ministry of Education in Sana’a to discuss REAL project components and school targeting.

• **Dates conducted.** The most recent set of consultations took place across the months of November to May 2022.

• **Stakeholders consulted.** The consultations involved Ministry of Education officials, senior civil servants, planning and statistics specialists, school textbook printing representatives, and the School Feeding and Humanitarian Relief Project (SFHRP) – the authorities’ official school feeding body in the North Yemen.

• **Consultation issues.** MoE officials provided feedback on the Project structure proposed by the Implementing Partners. In particular they gave feedback on the Project Targeting Index (PTI) and suggested expanding it to include other criteria such as districts’ educational attainment records and non-payment of local teachers’ salaries. Officials were pleased that the World Bank is funding programmes in the north of Yemen. Nonetheless, they complained about not being involved in the Project since its inception and during the initial Project design.

3.3 SCI first updated consultations

SCI has continued Stakeholders Engagement and consultation with different categories of affected parties of REAL project activities at center, governorate, district and school levels.

3.3.1 Stakeholders Engagement & Consultation with Local Authorities

In 2021, SCI conducted stakeholder engagement and consultation process with the Ministry of Education (MoE) and its respective sectors on the REAL Project activities in general and SCI project activities in particular in Sana’a and Aden. The engagement and consultation also took place at the governorate and

district level with GEO, DEO and SCMCHA Offices in Hudaydah and Sa’ada, and with GEO, DEO and MOPIC Office in Aden and Abyan.

During the SE process, SCI shared the information about the WB REAL Project components and highlighted the ones that will be implemented by SCI. The discussion was regarding the project locations and activities, the potential challenges, coordination, and cooperation required throughout the project life. SCI team highlighted the ES requirements including stakeholder engagement through the schools and community level and the information related to the GM and its channels/ tools. On the other hand, SCI captured and recorded all participants’ concerns, feedback, and suggestions to be taken into consideration and to make any necessary adaptations and/or adjustments to the project activities before the commencement of the implementation. In a nutshell, the main feedback and concerns recorded are as follows:

- Raising their views regarding the school materials development and distribution process considering the timeline.
- Emphasizing the importance of coordination with the sectors relevant to the project activities.
- Raising some issues regarding the targeting and coverage for why not to include all districts in certain governorate.
- Raising their views on the method of implementing some activities, particularly the training and assessment activities.
- Emphasizing the importance of utilizing their training materials and tools from which some of them require to be updated.
- Raising some issues regarding the Project Operational Manual (POM), for instance, their roles in the project.
- Emphasizing to have one committee from both areas controlled by IRG and DFA to facilitate the implementation.
- Highlighting the required procedures for any site visits, and the required coordination before any activities.
- Highlighting that the accurate number of schools in the targeted locations may be more or less than it is estimated.

In general, they expressed their high interest in the intervention and promised to facilitate the project implementation. The total number of participants involved in the consultation process until now is 126 persons. The following table shows details about the above stakeholder engagement at center and governorate level with local authorities.

Type of Stakeholder	Participant Number			Date
	Male	Female	Total	
MOPIC in Aden	3	0	3	24 Jan 2021
MoE in Sana’a	10	3	13	02 March 2021
PMU of MoE in Sana’a & The training sector in the Ministry	24	8	32	27 June 2021 01 Dec 2021 27 Dec 2021
PMU of the MoE in Aden (3 times)	15	3	18	09 Nov 2021 11 Nov 2021 24 Jan 2022
SCMCHA in Hudaydah	4	0	4	06 Dec 2021
MoE and SCMCHA in Sa’ada.	5	0	5	20 Dec 2021
MoE (Technical Office) in Aden	4	1	5	26 Jan 2022

Research and Educational Developmental Center of MOE	8	0	8	Feb 2022
PMU of MOE in Sana'a	12	0	12	13 Feb 2022
Technical Office of MOE in Aden	9	2	11	02 March 2022
PMU of MOE in Sana'a	14	1	15	08 March 2022
Total participants	108	18	126	

3.3.2 Stakeholders Engagement & Consultation in Schools (Khanfar District, Abyan Governorate):

In terms of schools and community level, SCI has initiated the stakeholder engagement and consultation process in Khanfar district, Abyan governorate, in Jan 2022. SCI discussed with the GEO and DEO Directors in Abyan the SE implantation plan and to target some schools in the Khanfar district. Accordingly, the GEO and DEO in Abyan governorate defined the date and time for the field visit to conduct the SE with schools and community in the Khanfar district. On 27 Jan 2022, SCI conducted stakeholder engagement and consultation with representatives from education officials, schools' principals, schoolteachers, and some members of the community in Hayel Secondary School which is considered a cluster school and one of the biggest schools in Khanfar district. The total number of consulted people in Hayel Secondary School is 34 (12 Women & 22 Men) (see list of participants and photos in the annex). SCI shared information of the REAL project's components, activities, objectives, and target as well as their rights and roles as stakeholders, particularly, their participation throughout the project life cycle. Furthermore, SCI raised the participants' awareness on the ES safeguards requirements including informing them about project GM/FRM tools and channels and how to be used, the potential ES risks and impacts that may be generated by the project activities, and the mitigation measures as well. After that, the SCI team consulted the various groups of stakeholders in the school regarding the project components and activities to capture their concerns and feedback.

SCI recognizes crucial role of stakeholder engagement to advance gender equality in order to ensure children, women, men, girls and boys have equal access to give their opinions and raise their concerns. Gender equality is a non-negotiable principle in SCI intervention. It is critical to achieve SCI goals, for reaching the most deprived and marginalized children and ensuring high-quality engagement and consultation. Therefore, SCI has ensured the gender equality principles during conducted stakeholders engagement activities and identified the specific needs, interests, capacities, and vulnerabilities of girls and women including the risk of Gender-based Violence (GBV).

The consultation took the form of a face-to-face discussion with GEO and DEO Directors, and focus group discussions with school principals, schoolteachers, and community members to enable effective participation within the consultation, and enhance the acceptance and resilience of the project.

Since the COVID-19 global pandemic is still ongoing, the SCI team tried as possible to apply the COVID-19 prevention measures during the engagement process including conducting the meetings in well-ventilated areas with safe distances between the participants. In addition, raising awareness regarding COVID-19 risks and required mitigation measures, distribution of the masks, and sensitizing the participants.

Therefore, the main findings, concerns and feedback captured are as follows:

First: the current situation of the education in the district:

- The education situation in Khanfer district is not in the perfect situation due to the huge shortage in the schools' books availability, teachers are not receiving their salaries consistently, the schools' facilities, in particular, the laborites are in not good condition which needs improvements; the education materials for teachers and students are not developed for a long time and have been not adequate for modern teaching.
- There is a gap in teachers' availability in particular female teachers in rural areas due to suspensions of employment for new teachers since 2013.
- There is no capacity building for schools' principals and teachers in the last years due to the situation that the country is going through.

- There is an increase in students' number enrolled in the schools, which makes the current schools and classes not enough. Some students in some villages are studying in areas out of schools or traveling every day from their village to reach the schools located in the other areas.

Second: Need of the project interventions and activities:

- The beneficiaries highlighted the importance of the project activities including the printing and distribution of education curriculum, training and building the capacity of teachers and schools' principles, and alternative learning.
- They expressed the need for the teachers' incentives which will contribute to improving their living conditions as well as the distribution of students' materials and the school feeding.
- They confirmed that all organizations working on the schools' latrines rehabilitation and no rehabilitation for other facilities, for instance, the classrooms.
- Generally, they expressed interest in all project activities, emphasizing that the designed activities exactly meet their needs, particularly in the existing situation.

Third: Particular feedback on the SCI components:

- To conduct the training interventions in the summer.
- They suggested including the secondary education level in the training activities and not being limited to the basic level.
- They highlighted providing the training materials for all teachers to be a reference for them after completing the training.
- They suggested training the teachers on how to develop and upgrade the training materials themselves.
- They emphasized targeting the voluntary teachers in the training activities since they are helping in the school teaching.
- They raised an issue related to the training period in which they suggested extending the training days to more than ten days based on their previous experience.
- They suggested dividing the training period between the summer period since the summer vacation is longer this year.
- They suggested having other kinds of training, particularly in school management, archiving, and reporting.

Fourth: Feedback on the ES requirements:

- The roads to the school are safe and there are no traffic risks.
- The beneficiaries are satisfied with project activities, and there is full acceptance.
- The activities will not lead to any conflict sensitivity.
- The beneficiaries confirmed that they are aware of their roles in the project.
- The beneficiaries are aware of the GRM tools/channels.
- Beneficiaries confirmed their awareness of the gender balance and women empowerment.
- They are aware of social risks related to discrimination, exclusion of the project benefits, fraud, and GBV/SEA.

The following table includes details on participants in consultation with stakeholders in Khanfar district, Abyan governorate:

Type of Stakeholder	Stakeholders Number		
	Male	Female	Total
GEO Directors	2	0	2
DEO Directors	3	0	5
Schools Principals	2	0	2

Schools Teachers	13	12	25
Community Members	2	0	2
Total	22	12	34

3.3.3 Stakeholders Engagement Strategic Plan 2022-2023:

Pursuant to the Stakeholder Engagement Plan, SCI has initiated activities of stakeholder engagement at governorate, District level.

A. Stakeholder at central level:

Two start-up workshops will be held one in Sana'a and the second in Aden with the stakeholders (MoE, MOPIC, SCMCHA, etc.) to inform them about the initiation of the projects, disclose information and obtain their concerns and feedback.

Stakeholder Engagement at National Level

Action	Type of Stakeholder	Method	Due date
Start-up workshop in Aden	Officials of the competent bodies (MoE, MOPIC, SCMCHA, NGOs, etc.)	Workshop	Aug 2022
Start-up workshop in Aden	Officials of the competent bodies (MoE, MOPIC, SCMCHA, NGOs, etc.)	Workshop	Sept 2022

B. Stakeholder at Governorate Level:

Seven start-up meetings will be held one in each targeted governorate with the stakeholders (GEO, MOPIC Offices, SCMCHA Offices, local authorities, etc.) to inform them about the initiation of the projects, disclose information and obtain their concerns and feedback.

Stakeholder Engagement at Governorate Level

Action	Type of Stakeholder	Method	Due date
Start-up meeting in Taiz	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	Sept 2022
Start-up meeting in Ibb	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	07 Sept 2022
Start-up meeting in Hodaidah	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	08 Sept 2022
Start-up meeting in Sa'ada	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	05 Sept 2022
Start-up meeting in Abyan	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	18 Sept 2022
Start-up meeting in Hadhramout	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	19 Sept 2022
Start-up meeting in Marib	Directors of GEOs, MOPIC Offices, SCMCHA Offices, NGOs, etc.)	Formal meeting	21 Sept 2022

C. Stakeholder Engagement at District Level:

It is planned to hold 14 workshops at district level for stakeholder engagement and consultations. The workshop activities will include information disclosure and briefs on the project activities and interventions, presentations on the environmental and social issues relevant to the project including facts on GRM/FRM channels in the REAL project, etc. Furthermore, 121 community teams will be selected within the workshop to participate in conducting the stakeholder engagement and establishing and/ or activating Father-Mother Councils (FMCs) at school level. The workshops will target male and female representatives from District Education Offices (DEOs) Directors, School Teachers, School Principals, fathers and mothers, and community leaders.

Stakeholder Engagement at District Level (Workshops)

Action	Type of Stakeholders	Methods	Due date	Status
SE Workshop in Mukalla (Hadramout Gov.)	<ul style="list-style-type: none"> - District Education Offices (DEOs) Directors. - School Teachers. - School Principals. - Father and mother representatives - Community Leaders 	Workshop and Focus Group Discussion	Oct.-Dec. 2022	Not yet
SE Workshop in Khanfir District (Abyen Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Ash Shamayatayn District (Taiz Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Mawasit District (Taiz Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops Shar'ab Asalam (Taiz Gov.)			Oct.-Dec. 2022	Not yet
SE Workshop in Marib city (Ma'rab Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Dhi As Sufal District (Ibb Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Al Dhihar District (Ibb Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in As Sayyani District (Ibb Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Sa'ada City (Sa'ada Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Sahar District (Sa'ada Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Bayt Al Faqiah District (Al Hudaydah Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops in Al Marawi'ah District (Al Hudaydah Gov.)			Oct.-Dec. 2022	Not yet
SE Workshops Zabid District, (Al Hudaydah Gov.)			Oct.-Dec. 2022	Not yet

D. Stakeholder Engagement at School Level (Community Participation and Conduct Training for Father/ Mother Councils):

It is agreed with Project Management Unit in Ministry of Education (EPMU) to conduct stakeholder engagement and strengthening community participation in education process through conducting training for Father-Mother Councils (FMCs) using cascade model: train central trainers, train senior trainers at governorate level, train local trainers at district level and train FMCs' members at school level. The councils will be educated on how to participate in education process toward activating the social accountability and responsibility.

Stakeholder Engagement at School Level (FMCs training / reactivation)

Action	Methods	Due date	Status
Prepare detailed implementation plans	Meetings with the competent sector in MOE	Oct. 2022	Not yet
Conceptualize the training material	Meetings with the competent sector in MOE	Oct. 2022	Not yet
Arrange and provide implementation requirements	Logistic arrangements	Oct. 2022	Not yet
Train Central Trainers	Cascade	Nov. 2022	Not yet
Train Senior Trainers at governorates level	Cascade	Nov. 2022	Not yet
Train Teacher Trainers at district level	Cascade	Nov. 2022	Not yet
Train Father-Mother Councils' members of the targeted schools	Cascade	Dec. 2022	Not yet

E. Stakeholder Engagement during implementation:

SCI will conduct consultations and stakeholder engagement during implementation to ensure compliance to the WB requirements and national regulations. These consultations will be conducted in parallel with the project activities implementation on motherly bases. They will target beneficiaries (community leaders, IDPs, vulnerable groups, etc.)

4 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).

4.1 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

4.2 *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

4.3 *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
<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 	<ul style="list-style-type: none"> Hold small, focused and gender-sensitive meetings

Stakeholder Group	Limitations to Engagement	Measures/Resources to Facilitate Engagement
	settings	
<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 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. 	<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

4.4 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

Stakeholder Group	Consultation Methods	Specific Needs (accessibility, large print, childcare, 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
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

Stakeholder Group	Consultation Methods	Specific Needs (accessibility, large print, childcare, 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.

5 Stakeholder Engagement Program

5.1 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.

5.2 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		
		Official Letters: Request for facilitation of access to specific project sites		Throughout the lifespan of the project	MoE and relevant Line Ministries, SCAMCHA	
Implementation	Assessments, Monitoring, including TPM, Verification					
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

5.3 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 updated 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 from 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 achievements

With Whom	Channels of Engagement	Venue	Frequency	Purpose
	messages <ul style="list-style-type: none"> • In person meetings • Radio • GM hotlines 			<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

5.4 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.

5.5 Timelines

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

5.6 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.

5.7 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.

6 Resources and Responsibilities for Implementing Stakeholder Engagement Activities

6.1 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 activities, and reflect it in the updated SEP. This management structure will oversee the Project activities that each agency implements. The ultimate responsibility for implementation of the SEP rests with the respective Project Managers. The actual implementation will be done by designated individuals within each of the implementing agencies as indicated above in Table #3 and 4 (page 32 and 33)

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.

6.2 UNICEF

UNICEF will implement the Project components related to teacher incentives, school rehabilitation, school supplies, and upstream capacity building and institutional systems' strengthening. School rehabilitation activities will be subcontracted to national institution, under UNICEF's supervision. PWP, a semi-government institution, was identified to implement school rehabilitation activities under the UNICEF component.

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, Project Management 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 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) teams; 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.

UNICEF will be responsible for carrying out stakeholder engagement activities for its components of the

project, as detailed above. The stakeholder engagement activities will be documented as part of the project progress reporting requirements, and as indicated in the Environmental and Social Commitment Plan (ESCP). An indicative budget is indicated below:

<i>Stakeholder Engagement Activities</i>	<i>Cost (USD)</i>	<i>Remarks</i>
Meetings and workshops at the national, governorate, and district levels including local communities and the targeted beneficiaries	\$100,000.00	
Information disclosure including translation; communication and visibly dissemination and awareness of the project activities including GM	\$ 40,000.00	
Print outs including banners, cards, posters, leaflets, and others	\$ 25,000.00	
Contingency (10 %)	\$16,500.00	
Total	\$ 181,500.00	

6.3 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, as defined in the Project Operational Manual (POM), is USD 89,100. This falls under the ‘stakeholder training’ category in WFP’s project workplan and budget. Any other or unforeseen costs related to stakeholder engagement will fall under the budget allocated to ‘Direct Support Costs’ as set out in WFP’s Financing Agreement (pages 16-17).

6.4 SCI

SCI’s management of the REAL Project is led by a project director (PD) with Deputy Project Director (DPD), Environmental and Social Safeguarding Coordinator (ESSC), Senior Technical Education Manager (STEM) Supply Chain Manager (SCM), Monitoring, Evaluation, Accountability, and Learning Manager (MEAL Manager), Finance and Award Manager (FAM). These team forms the REAL Project Management Unit (PMU) in SCI. These staff work from the SCI Country Office in Sana’a and supported Program Development and Quality (PDQ), and other SCI relevant departments. The REM PMU oversees the project and communicate with stakeholders and management. SCI’s PDQ has roles of technically supporting the quality of program development and implementation. The MEAL staff in country office and field office will support with quality assurance and accountability measures.

At governorate level, SCI recruited staff for each targeted governorate that include 7 Project Coordinators, 7 Education Officers, 14 Education Assistants, 7 MEAL Officers, 5 Supply Chain Officers, 3 Finance and Award Officers, 3 Finance and Award Assistants and 5 Environmental and Social Safeguarding Officers (ESSO). The ESSs in governorate are main personnel responsible for implementing the environmental and social safeguards activities in the field including stakeholder engagements. The field staff are also supported by SCI field offices in the targeted governorates. The ESS staff along with the Gender Equality and Induction Specialist, safeguarding staff and other REAL staff will work to conduct the stakeholder engagement activities. The stakeholder engagement further includes Father-Mother councils’ establishment and reactivation through social teams.

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

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/ workshop minutes and attendance registers will be used where applicable to track stakeholder attendance and engagement.

Stakeholder activities will include but are not limited to joint monitoring visits, support visits, learning workshops, consultation meetings and project update meetings. The project director 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.

SCI will implement stakeholder activities for its interventions in the project, as detailed above. The stakeholder engagement activities will be documented as part of the project progress reporting requirements, as indicated in the Environmental and Social Commitment Plan (ESCP). The total estimated budget for stakeholder engagement activities is \$90,837 as indicated below:

<i>Stakeholder Engagement Activities</i>	<i>Cost (USD)</i>	<i>Remarks</i>
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Workshops and meetings at the national, governorate, and district levels.	\$ 69,411.00	
Print outs including banners, cards, posters, leaflets, and others for information disclosure including communication visibility and awareness on the project activities.	\$ 21,426.00	
Total	\$90,837.00	

7 Grievance Mechanism

7.1 Overview

The three implementing agencies have well-established independent Grievance 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).

Implementing agencies shall notify the Association within 48 hours after learning of the Significant Event, once confirmed, and provide an initial report within 10 days of that notification indicating possible root causes and proposing possible corrective actions. Possible non-compliance incidents will be reviewed, and corrective action implemented as per the ESF, in a manner acceptable to the Association.

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.

7.2 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.

7.3 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 has been defined in the previous projects EHNP and Yemen Cash Transfer Project and implemented through the MIS, using tailored MIS modules developed for UNICEF. Project specific grievance categories and types have been defined for each project component and protocols are in place for grievance collection and redressal.

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 (8004090) 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.

At the time of writing, UNICEF received 1,671 calls (1,466 inquiries and 205 grievances) concerning the

Rural Female Teacher (RFT) incentive payments. Out of the 205 grievances, 194 are closed. The 11 grievances which are still open are non-sensitive ones and they are rather related to requests for clarification; they are currently being addressed by UNICEF Field Officers, who have been encountering difficulties in reaching the concerned beneficiaries, as they are mostly from rural areas of Marib and Al Jawf. The mechanism in place allows the beneficiaries to reopen their grievances if they are not satisfied with the response, by addressing them directly to the Chief of the relevant section in UNICEF or to UNICEF Representative. They can also rely on an external arbitrator (e.g., lawyer), if needed.

7.4 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. WFP makes sure that beneficiaries are aware of the hotline by outreach by ensuring that 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.

The hotline is operated by dedicated male and female WFP staff, under WFP’s Research, Assessment and Monitoring (RAM) unit. Currently, WFP receives around 8,000-10,000 calls per month. Over 2022, WFP is investing in the hotline capacity recruiting additional operators and updating software systems to increase the number of incoming calls received and registered. Caller feedback is logged directly into an online system and referred to Area and Country Office counterparts for action. and by different communication materials, such as posters, which are visible at all food distribution and project sites, including schools and health centers as well as social media and other platforms.

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.
9. 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.
10. 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.

For cases related to violations of [WFP's Code of Conduct](#), the Staff Rules and Regulations and other policies, procedures, and administrative issuances³, WFP has in place a complaints appeal and follow-up system that is led at the WFP HQ level. More details can be found [here](#).

Since WFP's project implementation started in February 2022, WFP has received 176 calls (122 complaints and 54 enquiries) concerning the school feeding project, through the mechanism described above. Of the complaints, 62 were classed as 'high' concern for further case management and follow up. Of these, 15 cases had been resolved and 47 were being addressed as of September 2022.

7.5 SCI

7.5.1 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

³ These include but are not limited to reports of [fraud and corruption](#), [sexual exploitation and abuse](#), and [harassment, sexual harassment, abuse of authority and discrimination](#)

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 those stakeholders express themselves openly.

7.5.2 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).

7.5.3 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 and 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.

7.5.4 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.

Category	Type of feedback	Response	Timelines to provide feedback
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.
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.

Category	Type of feedback	Response	Timelines to provide feedback
6	<p>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.</p>	<p>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.</p>	<p>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.</p>
7	<p>Allegation or report of actual or suspected child safeguarding violation by someone not affiliated with SCI.</p>	<p>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.</p>	<p>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.</p>

7.5.5 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).

7.5.6 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.

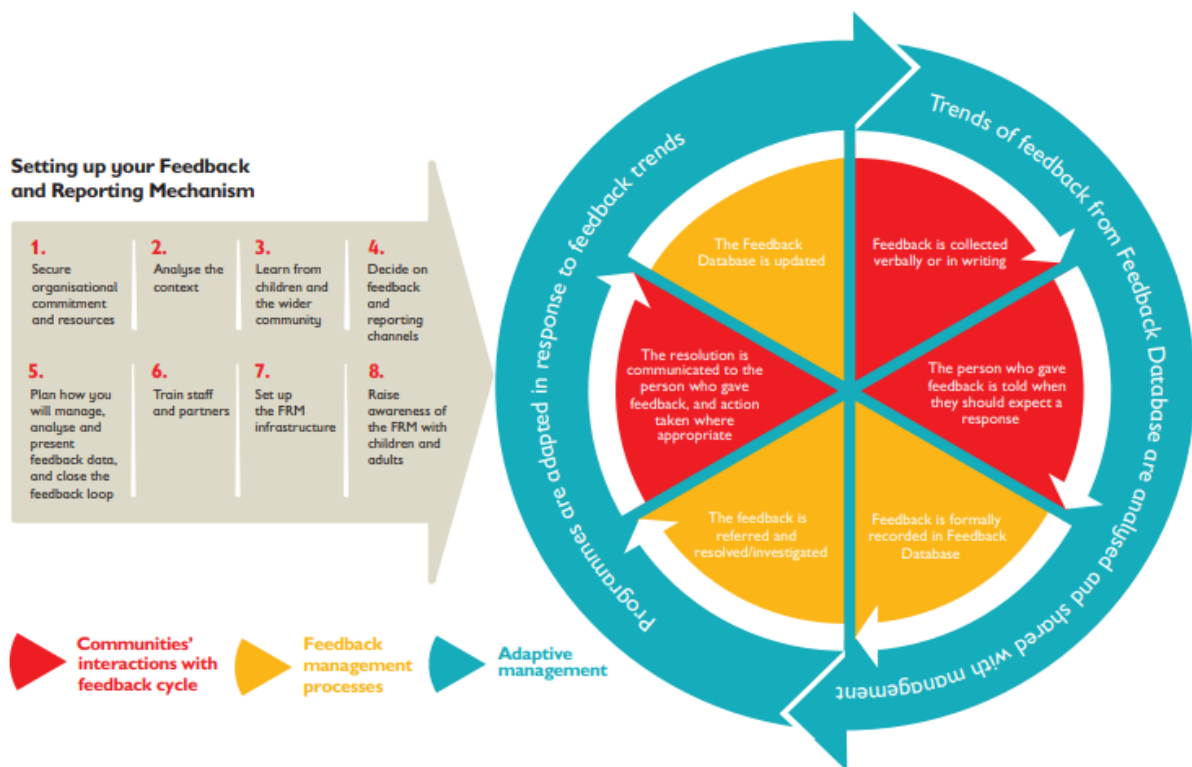
A closed feedback / complaint loop refers to a Feedback and Reporting Mechanism that ensures that:

- Feedback/ complaint is collected and acknowledged;
- Feedback/ complaint is documented and analysed;
- Feedback/ complaint is actioned/resolved;
- And the resolution of the feedback/ complaint is communicated back to the person who provided the feedback or their community. They should be told how their feedback has influenced Save the Children's work, what actions or changes have been made as a result of their feedback and, in some cases, the reasons why Save the Children has not been able to act on their feedback.

Children, adults and communities who share feedback with Save the Children have a right to know how the information they have shared with us has been used and what effect it has had. Properly closing out the feedback loop means promoting the dignity and agency of the children, adults and communities we serve. This also has a positive impact on other programmatic activities as it builds trust and encourages acceptance within the communities we serve. Different methods of closing the feedback loop will be appropriate depending on the context and the type of feedback provided.

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). If a complainant is unsatisfied or feel unhappy with the outcome, or the issue cannot be resolved quickly or easily, he/ she can escalate the issue to the appropriate focal point, who will then follow procedures to address the issue or use the other SCI channels to escalate the issue including the national judiciary. The following diagram shows the process from receiving the feedback/ complaint until closing it.

The Feedback Cycle



Top level diagram of the feedback cycle

7.5.7 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.

7.5.8 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

8 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.

8.1 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).

8.2 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).

8.3 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.