



Republic of Rwanda
Ministry of Education

**RWANDA QUALITY BASIC EDUCATION FOR HUMAN CAPITAL DEVELOPMENT
PROJECT**

**UPDATED STAKEHOLDER ENGAGEMENT PLAN (SEP) FOR THE SECOND
ADDITIONAL FINANCING**

February 2022

ACRONYMS

AP:	Aggrieved Party
BEQAD:	Basic Education Quality Assurance Department
CoK:	City of Kigali
CBC:	Competency Based Curriculum
CPD:	Continuous Professional Development
ESIA:	Environmental and Social Impact Assessment
ESMP:	Environmental and Social Management Plan
GRCs:	Grievance Redress Committees
GoR:	Government of Rwanda
GRM:	Grievance Redress Mechanism
HGS:	Home-Grown Solutions
IFC:	International Finance Corporation
IPF:	Investment Project Financing
IOSC:	Isange One Stop Centre
M&E:	Monitoring and Evaluation
MINEDUC:	Ministry of Education
MININFRA:	Ministry of Infrastructure
MoE:	Ministry of Environment
MoH:	Ministry of Health
NESA:	National Examination and School Inspection Authority
NGOs:	Non-Governmental Organizations
NSC:	National Steering Committee
OSC:	One Stop Centre
PAP:	Project Affected People
PCP:	Project Contact Person
PDO:	Project Development Objective
PM:	Project Management
SPIU:	Project Management Unit

PSE:	Project Site Engineer
QBEP:	Quality Basic Education Project
RDB:	Rwanda Development Board
REB:	Rwanda Education Board
REG:	Rwanda Energy Group
REMA:	Rwanda Environment Management Authority
RHA:	Rwanda Housing Authority
RLMA:	Rwanda Land Management and Use Authority
RNP:	Rwanda National Police
RTDA:	Rwanda Transport Development Agency
SCDE:	School Construction District Engineer
SEP:	Stakeholder Engagement Plan
SES:	Sector Executive Secretary
SPIU:	Single Project Implementation Unit
TBA:	To Be Announced
TTCs:	Teacher Training Colleges
UR-CE:	University of Rwanda – College of Education
WASAC:	Water and Sanitation Corporation

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Introduction

The government of Rwanda signed an agreement of loan equivalent to two hundred Million dollars (200M) with World Bank/IDA to support the implementation of Rwanda Quality Basic Education for Human Capital Development Project whose effectiveness is dated of 21st November 2019. The main objective of the project is to *improve teacher competency and student retention and learning in basic education*.

The project is being implemented by the Ministry of Education; as the overall coordinator; in partnership with Rwanda Basic Education Board (REB) and Districts, but due to the rationalization of public institutions of 2020, the responsibilities of School Inspection have been transferred from the Ministry of Education to National Examination and School Inspection Authority (NESA). This means that NESA is a new institution to participate in the implementation of Rwanda Quality Basic Education for Human Capital Development Project to implement the activities related to school inspection.

During COVID-19 pandemic period, the Government of Rwanda received an additional financing to Rwanda Quality Basic Education Project in the amount of US\$9.7 million from the Global Partnership for Education (GPE) in order to support the country's COVID-19 Education Response.

As discussed during the recent midterm review conducted from 17th to 27th August 2021, it has been noticed that there is a need of additional resources to ensure that constructed school infrastructures are climate change resilient through provision of rainwater collection system and construction of retaining walls. On the other side, there is a need of additional resources on the components regarding construction/upgrading of TTCs and Model School in order to fill the gap caused by teachers who retire and the increase of classrooms that doesn't correspond to the number of teachers who are currently on the market. In addition; as per Cabinet Decision statement dated 28 January 2019; there is a need to strengthen the quality of Teacher Training Colleges and Demonstration Schools through **construction of additional** classrooms, science laboratories, smart classrooms, libraries, teacher resource centres, dining hall, expansion of dormitories in TTCs and corresponding sanitary fittings in order to enable them to accommodate the big number of students who are joining them, as fruit resulting from the provision of new professional incentives and career pathways for teachers where the tuition fees for TTCs is now highly subsidized by the government (50% subsidy based on the average of current TTC fees).

It is from above background that the present SEP is being updated to consider changes of additional financing (AF).

With reference to the statement of Cabinet Decision dated 28 January 2019, where the Government committed to strengthen the quality of Teacher Training Colleges and Demonstration Schools, where pre-service teachers move from theory to practice, which will directly result in higher quality teaching and learning in Rwandan schools and is therefore a priority of the Ministry of Education

The parent project encompasses three main components, and each component embodies sub-components. The 1st additional financing was to cater for Education

sector COVID-19 response making it the fourth component which also embodies sub-components. Note that the current AF activities will be used for activities under the existing subcomponents of the parent project.

A. The three original components of QBEP are the following:

Component 1: Enhancing teacher effectiveness for improved student learning

The Project will focus on enhancing teacher's effectiveness for improved student learning. This will include supporting the development of strong English language proficiency and digital literacy skills of all government teachers in the country, strengthening of math and science content knowledge and pedagogy skills for teachers in basic education, enhancing the preparation of new teachers through strengthening of the 16 Teacher Training Colleges and developing schools in order to disseminate innovative teaching and learning practices throughout the country. This component will be composed of

Sub-Component 1.1: Improve teacher's English proficiency and digital skills

This sub-component will aim at improving English proficiency of teachers to enable them to teach effectively, given that the language of instruction from Primary 4 onwards is English. Equally, teachers will be equipped with digital skills as required for the increasing demand for ICT to improve teaching practices in Rwanda. In a nutshell, this subcomponent objective is to improve teachers' English language proficiency and digital literacy through development of a facilitated online course and assessment system.

Sub-component 1.2: Support professional development of Math and Science teachers

The main intent of this sub-component is to strengthen the content knowledge and pedagogical practices of Mathematics and Science teachers in Rwanda. This subcomponent will focus on modernizing instructional tools and enhancing teacher content knowledge and pedagogical practice for teachers of Mathematics and Science in upper primary through lower secondary (P4-S3).

Subcomponent 1.3: Strengthen preparation of new teachers

Given the need for strengthening the preparation of new teachers in Rwanda; this sub-component aims to bolster the preservice training provided in all 16 TTCs through enhanced mentoring, instruction and assessment approaches and an enhanced learning environment so that future pre-primary and primary school teachers will be fully equipped to teach effectively. Correspondingly, it will support TTC leaders and tutors to effectively manage, coach, support and assess TTC students through a variety of activities.

Note that the portion of the additional financing will be under this sub-component of strengthening preparation of new teacher.

Subcomponent 1.4: Develop model schools to support innovative instructional practices

Under this component, the Project will create a dynamic network of 17 “model schools” to support TTC students’ practice training and develop new knowledge about teaching and instructional leadership. Sixteen comprehensive schools near 16 TTCs and 1 school where UR-CE is located will be developed as model schools. This will not only be limited to undertaking activities around mentoring and coaching future teachers from TTCs but also putting in place needed infrastructure to enable the effective teaching and learning process and not only TTCs students will benefit from model schools but also in-service teachers around the model schools.

Note that the portion of additional financing will be under this-component of developing model schools to support innovative instructional practices.

Component 2: Improving the school environment to support student learning

The project will substantially address the critical issues of overcrowding and long distances to schools, and this will be done through the construction of additional classrooms and primary level schools. The learning environment for the youngest students will be enhanced through development and launch of an educational entertainment learning program for children in pre-primary through the early primary grades and provision of teaching and learning kit to all public pre-primary classrooms in the country.

Sub-Component 2.1: Reduce overcrowding and distance to schools

In order to reduce overcrowding, the Project will finance the construction of approximately 8000 additional furnished primary classrooms in existing public schools. The construction of an additional 12,000 latrines will also be financed on the same sites according to the national standard of 1.5 latrine per classroom. The project will also target the construction of new schools to address the issue of long distances that children make from home to schools. Around 3000 classrooms will be constructed for the latter case and approximately 4,500 latrines.

Note that the additional financing regarding the construction of retaining walls and provision of rainwater harvesting tanks will be under this sub-component of reducing overcrowding and distance to schools. From 19th January 2022 to 03rd February 2022, MINEDUC in collaboration with its partners conducted sites screening to confirm the number and capacity of water tanks to be provided on constructed schools and the volume of retaining walls required on sites where need be.

Subcomponent 2.2. Enrich early learning environments

With this sub-component, the Project will enhance the learning environments of the youngest children in Rwanda through development and provision of locally produced, high quality, age-appropriate teaching and learning materials targeting pre-primary and early primary grades. This will contribute to address the issue related to the fact that in most preprimary and early grade classrooms (especially in rural areas) in Rwanda,

teachers must create their own teaching and learning materials while in others, teachers share materials across many classrooms. Amongst others, an engaging educational program focusing on helping Rwandan children develop core literacy and numeracy skills outlined in the Rwandan curriculum for pre-primary through primary 3 students. The content will also include social literacy competencies

Subcomponent 2.3: Supporting gender sensitive learning environment for students

This sub-component's objective is to address critical gender-based issues currently facing schools in Rwanda (including high numbers of girls dropping out in secondary school, high frequency of teen pregnancy and frequent cases of gender-based violence (GBV) towards both boys and girls in school settings). This will be implemented through two main activities: (i) Development of a school wide gender sensitive teaching and learning environment, and (ii) supporting behavior change communication around key education related gendered issues across the country.

Component 3: Development of institutional capacity to strengthen teaching and learning

The Project will support the development of institutional capacity to strengthen teaching and learning in Rwanda. This will include strengthening of the current quality assurance system and national learning assessments. It will also upgrade the skills and knowledge of key staff in all the single project implementation units (SPIUs) to manage and implement the Project.

Subcomponent 3.1: Support quality assurance systems

One of the project aims is to strengthen key systems and policies that underpin achievement of the PDO and are integral to quality assurance in basic education including: teacher recruitment and deployment, school inspection and learning assessments at national and regional level.

Subcomponent 3.2: Strengthen project management and implementation capacity (US\$ 6 million)

This sub-component targets financing and supporting project management and building implementation capacity in the Single Project Management Units (SPIUs) at the Ministry of Education (MINEDUC) and the Rwanda Education Board (REB) to ensure effective execution of the project. In order to do so, the Project will (i) finance key staff in SPIUs at MINEDUC and REB in key functions, including coordination and management, financial management (FM), procurement, environmental and social safeguards, and operations and planning throughout the project implementation period, (ii) support the purchase of equipment and furniture required to make SPIUs fully functional at both MINEDUC and REB including IT equipment and accessories (laptops, printers, projectors, and tablets) and office furniture (chairs, desks, filing cabinets, and tables), and (iii) support operating cost for MINEDUC SPIU and REB SPIU, including maintenance, office stationery, motor vehicles, and motorcycles for field visits.

B. The additional component on COVID-19 response:

The 1st Additional Financing (AF) has added a fourth component to QBEP which is financing selected activities from MINEDUC's *Education Sector COVID-19 Response Plan*, to support continuation of quality learning while protecting the health and well-being of approximately 2 million (50 percent female) students and an estimated 40,000 teachers targeted under the parent project in the short, medium, and long term. The proposed activities was organized and sequenced to provide seamless support for the sector to resume its activities and emerge stronger and more resilient to face future shocks. The package of preparedness and response activities proposed under this AF were to achieve the following sub-objectives:

- a. Continuing learning and tracking student progress;
- b. Ensuring safe re-opening of schools and return of all students;
- c. Ensuring health and safety of students and teachers on return to schools;
- d. Protecting vulnerable groups of students (including girls, children with disabilities and those from low-income households) from compounded negative impacts of the crisis;
- e. Generating resilience to prepare for potential recurrence of COVID19 or for other emergencies.

Component 4: Supporting the national COVID-19 response for continued learning, recovery, and resilience in education sector (US\$9.7 million equivalent). The proposed project activities are organized into two sub-components identified for the modality of service delivery, such as remote support for continued learning and wellbeing of students and teachers, and school-based capitation grants to ensure safe reopening and return of all students. The following table maps the proposed strategic responses by objective and expected implementation timeline which is conditional to the evolving situation of disease spread and control in the country. These activities are grouped into two main subcomponents as elaborated below:

Sub-component 4.1: Optimizing and implementing remote approaches for continued learning, wellbeing and resilience.

One of the most common global responses to COVID19 crisis in the education sector has been the use of remote or distance learning solutions by using e-learning strategies. In contexts where digital solutions (like online learning) are less accessible, countries have considered low-tech mass broadcasting tools (like radio and television).

Mass broadcasting is relevant for (a) engaging learners in some form of daily learning activity relevant to their age and grade; (b) educating children and their families on disease prevention and control at home and outside; (c) alleviating fears and trauma associated with the emergency; (d) motivating students to return upon school re-opening; and (e) strengthening prevention measures against Gender Based Violence (GBV) and teenage pregnancies by delivering gender-sensitive messaging to raise community consciousness. Maintaining equitable access to learning resources is important to reduce expected learning gaps associated with income, gender, and disability profile of students, and the consequent digital divide. In the short term, a combination of technologies needs to be utilized; and in the medium- and long-term, further resources will need to be devoted to accelerating digital development in the country. The rapid expansion in Rwandan household access to technology,

especially radio, mobile phones, internet, and TV make these viable options for distance and interactive learning modalities in the long run.

In order to ensure the continuation of student learning while also generating systemic resilience to future disruptions, the combination of modalities will be applied as follow:

- Expand remote learning opportunities for students and teachers during school closure through radio broadcasting of lessons aligned to the competency-based curriculum.
- Promote the development and use of alternative audio-visual materials on national television and the REB youtube channel (zero-rated).
- Strengthen the use of Rwanda Education Board's (REB) e-learning platform for students and teachers to access different subject textbooks, lessons and assessments. The e-learning platform will support continuous professional development of teachers by allowing them to access training modules.
- Adopt mobile phone technology (free SMS) to enable communication between REB and teachers, and with parents, for regular communication of messages around the use of the available remote learning options

Sub - component 4.2: Supplementing school grants to support safe re-opening, student re-entry and sustained progression in schools.

Under this subcomponent, MINEDUC was reassessed the composition of eligible capitation grants expenditures and supplement it with additional financing in order to prioritize the following needs. All students have been targeted from pre-primary through lower-secondary grades.

- a. Enhanced provision of soaps and hand-washing facilities adaptive to persons with disabilities to schools;
- b. Provision of scholastic materials to schools (for children) in order to offset the cost of schooling for poor households;
- c. Provision of targeted nutrition support for at least 3 months (achievable without requiring construction of kitchens) in collaboration with development partners and districts;
- d. Organization of parent and community mobilization activities through Local Government and School General Assembly Committees to ensure that students' return to school;
- e. Establishment of remedial (catch-up) programs for students at risk of repetition and dropping out (drawing additional resources from other ongoing learning support projects).

Considering all project sub-components, it is clear that **the sub-component 2.1 aiming at reducing overcrowding and distance to schools through construction of additional classrooms and new schools** and the component 4 for additional financing are likely to attract the attention of much more stakeholders.

The sub-component 2.1 is supporting Rwanda's continuous school construction program to provide improved learning environment to primary learners, with a new focus on early grades. Approximately 11,000 furnished classrooms and approximately 16,000 latrines have been financed throughout the project. The school construction program is supporting the ongoing government's program to reduce class

overcrowding, which is currently the highest priority. Additionally, the parent project includes also the construction of new schools to reduce current long distances to primary school.

In the past 9 years, more than 18,000 classrooms and about 33,500 latrines have been built. The standard drawings for school construction are of good quality and include para-seismic and handicap-friendly features. Implementation follows a hybrid arrangement by which factory materials are procured centrally, while the local materials and specialized labor are procured by the local governments (Districts). This ensures management and supervision of the works at the central and local levels. In the case of the latter, local involvement helps in identification of skilled labour and unskilled labour. This system has been working successfully, and includes the following characteristics:

- Delivering on time. There have been yearly deliveries of a large number of classrooms (average 2,000 per year), latrines, and school furniture. All yearly construction programs start on July 1st and end the following December.
- Being highly cost-effective. It is about half the cost compared to classic procurement of works through centralized procurement of works. The Government found possible ways to effectively lower cost on each segment of the construction chain.
- Providing rapid delivery. Each annual construction program has been delivered in six months (July to December).
- Improving on quality construction. Good quality construction has gradually been implemented in recent years, according to World Bank field visits.
- Mobilizing community support. The category of workers anticipated includes skilled labour and unskilled labour. Both categories will have work contracts specifying the amount payable per day and required work hours per day. No voluntary labour will be involved.

However, the community work of the last week of the month shall participate in schools' construction at the sites in the context of the community obligation.

The sub-component is supporting the Government's successful implementation strategy to build school facilities in rural areas, introducing the minimum of changes or improvements that are required by the use of World Bank funding through investment project financing (IPF), in terms of procurement, financial management, as well as social and environmental safeguards, including transparency and grievance systems, monitoring and evaluation (M&E).

The bulk comprehensive insurance have been provided for all sites and the open competitive tender will be used to get the service provider. As regards possession of protective materials, it will be a precondition that the workers to be contracted must mandatorily possess the helmets, vests and health insurance and this applies to both skilled labour and unskilled labour. This mandatory requirement will be clearly stated in the work contract and will also be applied for AF.

The People with Disabilities (PWDs) will be employed during the implementation of additional financing and at they will be given tasks corresponding to their capacity as it has been done in the implementation of the parent project.

Concerning Grievance Redress Mechanism, provisions in law N° 66/2018 of 30/08/2018 regulating labour in Rwanda will be applied for grievance cases from workers and the same law will be applied for prohibition of Child Labour at all construction sites. The Grievance Redress Mechanism in place will also be applied for activities related to additional financing.

Continuous Monitoring and reporting on Environmental and Social issues including Occupational Health and Safety on sites will be handled by 15 Environmental and Social Safeguards Officers based at District level (1staff/2 Districts) who will work closely with Environmental Safeguards Specialist and Social Safeguards Specialist responsible for following up the environmental and social issues at central level.

The above staff will work closely with construction field officers who will also be based at the District level and this one will be responsible for regular follow up and reporting of construction activities within the District of jurisdiction and will work closely with the District School Construction Engineer.

Since 2009, the Government of Rwanda has been implementing a Rwanda-specific school construction strategy based on one of the several Home-Grown Solutions (HGS) developed after the genocide. This strategy is implemented through a hybrid arrangement of centralized, decentralized and community-based activities, named *Uburyo Budasanzwe* (unconventional approach) in Kinyarwanda. The basic concept behind *Uburyo Budasanzwe* is to make cost savings wherever possible, without compromising neither quality nor speed of the works. The implementation arrangement involves three main actors in a coordinated manner.

Note that some retaining walls will be constructed through convention approach as they will undergo a full feasibility study due to their height and the soil nature.

- MINEDUC, centrally procures nonlocal materials in bulk (cement, iron bars and iron sheets) through national competitive bidding of factories in order to get factory-prices that are 30 percent lower than market-dealer prices. By contract, factories deliver the materials to the 30 District warehouses. The construction unit supervises the progress of the overall program and reports to the Basic Education Quality Assurance Department (BEQAD) within the Ministry of Education.
- Districts do the following: (a) procure local materials (stones, gravel, sand, bricks or cement blocks) on the local markets through the local shopping procurement method; (b) competitively procure specialized labor (foreman, masons, carpenters, ironmen); (c) ensure site management, supervision and control of the works by SCDE; (d) procure the unskilled labour to provide support to the skilled

labour. Depending on the need, the community will be mobilized to actively participate to monthly community works for the activities to be carried out on the sites but this will only apply under the citizen responsibility that every citizen owes the country. Tools and equipment to be used during the community work will be communicated on time.

- Concerning the provision of rainwater harvesting tanks, their procurement will be based at District level.
- Communities provide free labour contribution through *Umuganda*, which can be translated as ‘coming together in common purpose to achieve an outcome’. *Umuganda* is a citizen responsibility and a practice of mutual help and cooperation rooted in Rwandan culture by which members of a community complete together a difficult task. This half day community work undertaken on the last Saturday of the month, was reimagined by the Government in 2007, as one of Rwanda’s HGS, to address societal challenges. In addition to collective work, *Umuganda* contributes to sharing information, fostering social cohesion, and building peace and it is performed through the free consent of citizens.
- For the component 4, as activities that involves public gathering have been prohibited due to COVID -19 situation in the country, for proper implementation e-learning was adopted via REB website, the use of national and private TVs and Radios, online newspapers and dedicated phone lines helped beneficiaries to access online courses.
- Also, the project explored the use of social media, television, mobile phones and radio, to embed messages on healthy conflict resolution, healthy parenting, stress and anger management in community and other awareness campaigns during COVID - 19 situation. Technology and mass communication have been used to diffuse information and reach communities with empathy messages to apply within the home and with others.

The success of this project requires a good understanding and active participation of each and every stakeholder such that the adequate involvement of every concerned stakeholder is needed throughout the project life cycle. Detailed hereunder, is the Stakeholder Engagement Plan (SEP).

1. Stakeholder Engagement Plan (SEP)

1.1. Stakeholder Engagement Plan (SEP)

The SEP seeks to define a technically and culturally appropriate approach to consultation and disclosure. The goal of this SEP is to improve and facilitate decision making and create an atmosphere of understanding that actively involves project-affected people and other stakeholders in a timely manner, and that these groups are provided with sufficient opportunity to voice their opinions and concerns that may influence Project decisions even in times of crisis as this of COVID 19 situation. The SEP is a useful tool for managing communications between project developer (MINEDUC) and its stakeholders.

The Key Objectives of the SEP can be summarised as follows:

- Understand the stakeholder engagement requirements of Rwandan legislation as well as of ESF of the World Bank Group;
- Define procedures for the project stakeholder engagement such that it meets The World Bank Environmental Social Standard 10.
- Provide guidance for stakeholder engagement such that it meets the standards of International Best Practice;
- Identify key stakeholders that are affected, and/or able to influence the Project and its activities;
- Identify the most effective methods, timing and structures through which to share project information, and to ensure regular, accessible, transparent and appropriate consultation;
- Develops a stakeholder’s engagement process that provides stakeholders with an opportunity to influence project planning and design; the initial stakeholders’ consultation has taken place as indicated under point 2.3
- Establish formal grievance/resolution mechanisms;
- Define roles and responsibilities for the implementation of the SEP;
- Define reporting and monitoring measures to ensure the effectiveness of the SEP and periodical reviews of the SEP based on findings.
- To provide PAPs with accessible and inclusive means to raise issues and grievances and allow GoR to respond to and manage such grievances.

2. AN OVERVIEW OF STAKEHOLDER ENGAGEMENT

2.1. What is Stakeholder Engagement?

Stakeholder engagement is the practice of interacting with and influencing project stakeholders to the overall benefit of the project and its advocates. The successful completion of a project usually depends on how the stakeholders view it.

Their requirements, expectations, perceptions, personal agendas and concerns will influence the project, shape what success looks like, and impact the outcomes that can be achieved. Successful stakeholder engagement is therefore a vital requirement for professional project management.

Stakeholder Engagement will be free of manipulation, interference, coercion, and intimidation, and conducted on the basis of timely, relevant, understandable and accessible information, in a culturally appropriate format. It will involve interactions between identified groups of people and provide stakeholders with an opportunity to raise their concerns and opinions (e.g. by way of meetings, surveys, interviews and/or focus groups), and ensure that this information is taken into consideration when making project decisions.

Effective stakeholder engagement develops a “social licence” to operate and depends on mutual trust, respect and transparent communication between the project developer

(MINEDUC in this case) and its stakeholders. It thereby improves its decision-making and performance by:

- **Managing costs:** Effective engagement can help project developer avoid costs, in terms of money and reputation;
- **Managing risk:** Engagement helps project developer and communities to identify, prevent, and mitigate environmental and social impacts that can threaten project viability;
- **Enhancing reputation:** By publicly recognising human rights and committing to environmental protection, project developer and financial institutions (World Bank) involved in financing the project can boost their credibility and minimise risks;
- **Avoiding conflict:** Understanding current and potential issues such as land rights and proposed project activities;
- **Improving corporate policy:** Obtaining perceptions about a project, which can act as a catalyst for changes and improvements in project corporate practices and policies;
- **Identifying, monitoring and reporting on impacts:** Understanding a project's impact on stakeholders, evaluating and reporting back on mechanisms to address these impacts; and
- **Managing stakeholder expectations:** Consultation also provides the opportunity for the project proponent to become aware of and manage stakeholder attitudes and expectations.

Stakeholder Engagement Considerations

The following considerations will be made when planning for stakeholder engagement:

- Public gatherings should follow guidelines issued by GoR to curb down the spread of COVID-19.
- If required facilities are available, make all reasonable efforts to conduct meetings through online channels, including Microsoft teams, skype, google meet and WhatsApp groups.
- Based on type of stakeholder, use social media and online channels more extensively.
- Use of traditional channels of communications (mainly radio or TV) when stakeholders do not have access to online channels or do not use them frequently
- Each of the proposed channels of engagement will uses sms, chat groups and dedicated help lines to allow stakeholders to provide their feedback clearly specify how feedback and suggestions can be provided by stakeholders.

- **It takes time and resources:** Some stakeholders will need to be educated about the concept of engagement itself, as well as on the complex issues requiring specialized and technical knowledge. These demands can increase the cost of consultation required to meet external expectations, and often this occurs at a time when a project lacks the internal capacity and resources to implement a broad engagement strategy.
- **It raises expectations:** Stakeholders can have unrealistically high expectations of benefits that may accrue to them from a project. As such project proponents from the outset must be clear on what they can and cannot do, establishing a clear understanding of their roles and responsibilities.
- **Securing stakeholder participation:** Cultural norms and values can prevent stakeholders from freely participating in meetings. Often there are conflicting demands within a community, and it can be challenging for a project to identify stakeholders who are representative of common interests. This might be avoided by employing local created GRCs committee. The GRCs committee includes local authorities in capacity of Secretary Executives of cells. The last will play a key role as they are sensitive to local power dynamics.
- **Consultation fatigue:** Moreover, there is evidence to suggest that stakeholders can easily get tired of consultation processes especially when promises are unfulfilled, and their opinions and concerns are not taken into consideration. Often stakeholders feel their lives are not improving as a result of a project and this can lead to consultation meetings being used as an area to voice complaints and grievances about the lack of development. This might be avoided by coordinating stakeholder engagement during an ESIA and RAP implementation process, and by ensuring practitioners do not make promises to stakeholders, but rather use the public consultation process as an opportunity to manage expectations, challenge misconceptions, disseminate accurate project information, and gather stakeholder opinions which are feedback to the client and other project specialists.

2.2. Principles for Effective Stakeholder Engagement

Stakeholder engagement is usually informed by a set of principles defining core values underpinning interactions with stakeholders. Common principles based on International Best Practice include the following:

- **Commitment** is demonstrated when the need to understand, engage and identify the community is recognised and acted upon early in the process;
- **Integrity** occurs when engagement is conducted in a manner that fosters mutual respect and trust;
- **Respect** is created when the rights, cultural beliefs, values and interests of stakeholders and affected communities are recognised;
- **Transparency** is demonstrated when community concerns are responded to in a timely, open and effective manner;

- **Inclusiveness** is achieved when broad participation is encouraged and supported by appropriate participation opportunities; and
- **Trust** is achieved through open and meaningful dialogue that respects and upholds a community's beliefs, values and opinions.

2.3. Stakeholder Identification

In compliance with National regulations and international standards, Stakeholder engagement is the basis for building strong, constructive, and responsive relationships that are essential for the successful management of a project's environmental and social impacts. Similarly, in order to develop an effective SEP, it is necessary to determine who the stakeholders are and understand their needs and expectations for engagement, and their priorities and objectives in relation to the Project. This information is then used to tailor engagement to each type of stakeholder. As part of this process, it is particularly important to identify individuals and groups who may find it more difficult to participate and those who may be differentially or disproportionately affected by the project.

It is also important to understand how each stakeholder may be affected – or perceives the project so that engagement can be tailored to inform them and understand their views and concerns in an appropriate manner.

During the development of Resettlement Policy Framework, the consultation was held with key stakeholders involved in project implementation and land management, acquisition and compensation process as well as some of the potential affected people near identified schools. However, a comprehensive community engagement and consultation will be required when final project design is available and sites for construction of new schools are known and potential project Persons identified.

The combination of both structured and unstructured interviews was used to collect information from different actors and stakeholders. Consulted people and institutions include Rwanda Environment Management Authority (REMA), the Ministry of Environment (MoE), Rwanda Development Board (RDB), Ministry of Infrastructure, Ministry of Education, Rwanda Education Board, Rwanda Land Management and Use Authority. At district level the consultation was held with school construction engineer, Director of education/in charge of education and in charge of land administration and use in one stop centre and head teachers in visited schools.

Stakeholders will continue to be identified on a continuing basis and these will include:

- Various stakeholder categories that may be affected by, or be interested in the Project; and
- Specific individuals, groups, and organizations within each of these categories taking into account:

- The expected Project area of impact, that is the geographical area over which it may cause impacts (both positive and negative) over its lifetime, and therefore the localities within which people and businesses could be affected; The nature of the impacts that could arise and therefore the types of national/local government entities, NGOs, academic and research institutions and other bodies who may have an interest in these issues.

In general, engagement is directly proportional to impact and influence, and as the extent of impact of a project on a stakeholder group increases, or the extent of influence of a particular stakeholder on a project increase, engagement with that particular stakeholder group should intensify and deepen in terms of the frequency and the intensity of the engagement method used. All engagements should proceed on the basis of what are culturally acceptable and appropriate methods for each of the different stakeholder groups targeted.

2.4. Stakeholder identification and consultation methods

There are a variety of engagement techniques used to build relationships with stakeholders, gather information from stakeholders, consult with stakeholders, and disseminate project information to stakeholders.

When selecting an appropriate consultation technique, culturally appropriate consultation methods, and the purpose for engaging with a stakeholder group should be considered. The techniques mostly used are:

Table 1: SEP Techniques

Engagement Technique	Appropriate application of the technique
Correspondences (Phone, Emails, Text, instant messaging)	Distribute information to Government officials, NGOs, Local Government, and organisations/agencies Invite stakeholders to meetings and follow-up
One-on-one meetings	Seeking views and opinions from Government officials, NGOs, Private Sectors and local leaders Enable stakeholder to speak freely about sensitive issues Build personal relationships Record meetings
Formal meetings	Present the Project information to a group of stakeholders that will include Government Officials, NGOs, Private Sectors and Faith Based Organisations. Allow group to comment – opinions and views Build impersonal relation with high level stakeholders Disseminate technical information Record discussions
Online meetings via social media means such webex, Microsoft	Present the project information to a group of stakeholders (Government officials, NGOs, Private

team 365, google meet.	Sectors and local leaders) by respecting national regulations in places issued by GoR or World Health Organisation (WHO) in regards to the fight against COVID – 19 spread.
Public meetings	Present Project information to a large group of stakeholders, especially communities Allow the group to provide their views and opinions Build relationship with the communities, especially those impacted Distribute non-technical information Facilitate meetings with presentations, PowerPoint, posters etc. Record discussions, comments, questions.
Focus group meetings	Present Project information to a group of stakeholders that include local community, local leaders/authorities, School General Assembly and Government Officials. Allow stakeholders to provide their views on targeted baseline information Build relationships with communities Record responses
Project on website/Information Centre/information Boards	Establish Information Board in each project area Present project information and progress updates Disclose ESIA, ESMP and other relevant project documentation to be accessed by the public
Direct communication with affected crops/asset/goods/land owners	Share with the project affected people information on timing of project activities Agree with Project Affected People on options for removing crops and relocation of properties.
Radio/TV emissions	Arrange for broadcast Radio/TV emissions to bring the project to large public awareness (radio/TV users) and allow question/answer session
Project information on site	Share information on project activities with workers, school managers, teachers and pupils. Provide information on construction materials that will be needed to incite potential suppliers
Project leaflet	Brief project information to provide regular update to school users Site specific project information.
Workshops	Present project information to a group of stakeholders such as Government Officials, NGOs, Private Sectors and Faith Based Organisation Leaders. Allow stakeholders to provide opinions and views. Use participatory exercises to facilitate discussions, brainstorm issues, analyse information and develop recommendations and strategies
Focus group meetings	Allow small groups of people (women, youth,

	<p>vulnerable people, disabled people, etc.) to provide their views and opinions</p> <p>Build relationship with neighbouring communities</p> <p>Use a focus group interview guideline to facilitate discussions</p> <p>Response recording</p>
Surveys	<p>Gather opinions and views from individual stakeholders (workers, pupils, teachers, faith based organisation leaders and parents)</p> <p>Gather baseline data</p> <p>Record data</p> <p>Develop a baseline database for monitoring impacts</p>

2.5. IDENTIFIED STAKEHOLDERS

A stakeholder is defined as a person or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. (IFC's Handbook on Stakeholder Engagement, 2007)

According to the nature and extent of the project; **QUALITY BASIC EDUCATION FOR HUMAN CAPITAL DEVELOPMENT IN RWANDA and its 1st and 2nd Additional financing tranches**, a number of stakeholders can be readily identified and grouped as follows:

- Affected communities
- Local administration
- Government officials
- Non-Governmental Organizations
- Government Institutions
- Religious Organisations
- Students (specifically including those learners with disabilities, lower primary children)
- Teachers
- Parents
- Development partners

Key stakeholders identified for consultation during preparation/design and implementation of the project include but not limited to the following:

At national level:

- Ministry of Local Government (MINALOC)
- Ministry of Environment (MoE);
- Rwanda Environment Management Authority (REMA)
- Rwanda Development Board (RDB).
- Rwanda Land Use and Management Authority

- Ministry of Infrastructure (MININFRA)
- Ministry of Finance and Economic Planning (MINECOFIN)
- Ministry of Gender and Promotion (MIGEPROF)
- Ministry of ICT and Innovation (MINICT)
- Ministry of Health (MOH)
- Rwanda Housing Authority (RHA)
- Rwanda Information Society Authority (RISA)
- Rwanda Basic Education Board (REB)
- National Examination and School Inspection Authority (NESA) Rwanda TVET Board (RTB)
- Rwanda Energy Group (REG)
- Water and Sanitation Corporation (WASAC)
- Rwanda National Police (RNP)
- Rwanda Defence Force (RDF)
- Rwanda Polytechnic (RP)
- University of Rwanda (UR)
- National Council of Persons with Disabilities (NCPD)
- National Early Childhood Development Programme (NECDP)
- Private telecommunication companies
- National and private broadcasting agencies (Radios and TVs)
- Private online journals
- Construction materials manufacturers/ suppliers

At local level

- Districts officials (including District Education Officials);
- Sector officials (including District Education Officials);
- Cell leaders
- Village leaders
- School General Assembly Committee members
- School head teachers
- Teachers;
- Potential Project Affected People (PAPs)/parents of pupils;
- Vulnerable people such as children, widows, people with disabilities and persons below poverty line.

Agencies and NGOs:

- UNICEF DFID (BLF) USAID (Soma Umenye, Mureke Dusome)
- Rwanda Huguka Dukore (HD)
- World Food Program (WFP)
- UNESCO
- Save the Children

The list of stakeholders is likely to expand/change in composition as the project moves to implementation.

Table 2: Key stakeholders groups identified.

Category of Stakeholders	Involvement in the project	Detailed information about the identified stakeholders/interested groups
Affected communities	All people in villages and cells where constructions will occur and those likely to have their children benefit from the project	<p>All people who will be positively or negatively affected by project activities</p> <ul style="list-style-type: none"> . People whose children will benefit from the schools' education . Farmers whose produce will be sold to the schools . People who may initiate businesses with schools as potential buyers (restaurants, boutiques, stationeries, bookshops, hair cutters, etc.) . People likely to get jobs during construction and operation (technical and casual) . People who may be able to supply construction materials (Stones, sand, etc.) . People who may lose land for crops . Vulnerable groups that include children, widows, people with disabilities and persons below poverty line.
Local administration	Villages, Cells, Sectors and District authorities especially those in charge of education that will participate in the project implementation	<p>All 30 Districts</p> <ul style="list-style-type: none"> . People and their leaders to be involved in the construction of the schools through community works (Umuganda)
Government officials	Individual officials	Village and Cell leaders, Sector executive

		secretary,
Government Institutions	Institutions to be involved in capacity building, permitting, law enforcement, safety and security, and compliance monitoring and supervision	RDB, REMA, RHA, CoK, Districts, REB, MININFRA, RTDA, REG, WASAC, MoH, RNP, RDF
NGOs	NGOs will be consulted to share information that they know in their areas of intervention so as to avoid duplication of implementing similar interventions	UNICEF USAID Rwanda Huguka Dukore World Food Program (WFP) UNESCO Save the Children
Religious Organizations	Some churches may be holding some schools which will benefit from the project in a way or another. As per the existing practice in relation to the nature of the government aided schools, church owners provide government with land for school infrastructure construction free of charge.	For Government aided schools
Vulnerable people		Orphans, widows, disabled, disadvantaged

Feedback from initial stakeholder engagement, as reported in the Resettlement Policy Framework (RPF)

Initial one to one Consultation were held with government institutions, District officials, school head teachers and few members of local communities. This initial consultation carried out during the development of RPF in the period from March 01st, 2019 to April 04th, 2019 revealed that the project is well perceived as portrayed by stakeholders' views.

Another series of consultation meetings at provincial level were conducted from the September 30th, 2019 to October 04th, 2019 to discuss financial and procurement arrangement to be followed during the project implementation as well as environmental and social consideration during school construction activities. Those meetings were attended by Governors, Mayors, Vice Mayors in Charge of Social Affairs, Province, District and Sector Executive Secretaries, Directors of Education at District level, Directors of Finance at District Level, School Construction Engineers and District Environmental Officers, District Procurement Officer:

For AF, So far MINEDUC has conducted consultation meeting with its implementing partners namely REB, NESAC and UR-CE to discuss key priorities to be done through AF. The consultation meeting was hold on 20th October 2021 at Lemigo Hotel. On 12th January 2022, a meeting with project steering committee members was hold virtually to

inform them about the additional financing under negotiation and recall them that their role in monitoring and guidance toward the parent project implementation will continue for smooth implementation of AF as well.

The following table summarizes key feedback from initial consultation.

Table 3.a: Key feedback from initial consultations held with the different stakeholders.

No	Stakeholder	Issues raised	Response provided
1	Rwanda Environment management Authority	Has the Ministry of education budgeted for Resettlement Impacts	Once the project design are completed and Required land known, the ministry will request the compensation from Ministry of Finance
		What are the mechanism put in place to ensure that People are compensated on time	The ministry has agreed with WB that construction works will start after compensation of affected People.
2	Rwanda Land Management and Use Authority	How the ministry is planning to work with district especially land Bureau?	The district is fully involved in project implementation and the district will be in charge of Resettlement process.
4	District Land Bureaus	We are requested to comply with WB standard and yet we have never received any training on these policies.	Before project Implementation, all people involved in the project will be trained on WB environmental and Social Framework.
		We are informed about land requirement at last minute and sometimes the districts does not have budget for that.	Ministry of Education will make an effort to involve the district officers at all stages of project.
5	District Education officers	District are not fully involved in selection of schools to be covered under the project and this may leave out schools that are priority to district	The project it's at preparation phase and district together with the project stakeholders will be consulted in confirming schools to be supported under the Project
		It seems that the Project is focusing on government schools while Government aided schools have more problems and more	The Priority was given to both government and Government Aided Schools

		students	
		Some schools are in critical conditions or are located in areas where there are few people and it would be good to relocated these schools rather than providing additional classrooms.	The initial identification was done so as to have information of different schools in the country and to have an idea on needs. The Ministry will work with district to confirm schools that can resolve existing problems and achieve the project objectives
		All project components will be implemented in the same schools.	Project components will target different schools based on needs and available resources. The government will find other source of fund to cover schools that are not support under this projects
6	Head teachers	There are other school need that are not covered under the project such as the construction of kitchen, Girls Room	The Ministry has prepared reference school plan but during the implementation the school may make slight modification to accommodate other urgent need. Further, the project is not replacing other ongoing initiatives aiming at improving quality of education
		Local communities have encroached to the school lands and some of them managed to get land titles and may claim compensation	Before the construction, a detailed resettlement plan will be prepared and eligibility criteria have been established. The Ministry will work with district land bureau the check the land ownership and eligible affected people will be compensated.
		Schools have free land far from the school boundaries and this would cause management issues if additional classrooms are to be constructed on this land	The school can explore if there is any possibility of land exchange between the school and local community or any other means of acquiring land near the school.
		Decision are made at Ministry	Consultation will be an integral

		level and district and School management are not fully involved in project preparation and implementation.	part of the projects and school management will be involved in project implementation including resettlement process and Grievance Redress Mechanism.
		Schools has rented land to local community and it's likely that the project implementation may start before people harvest their crops.	If crops are found on the designated land for construction, the owner of crops will be compensated.
7	Local Community	We have heard even experienced some project that do not compensate affected assets or delays in providing compensation.	The ministry will work with district and ensure that all compensations are made before using the land.
		Schools do not have playing grounds and students play in our garden and we have not received any compensation from the school or district.	The Government is working with different partners to improve learning environment and this include recreation facilities. However, before this happens in all schools whoever is affected by school activities can submit his complaints to local authorities and established grievance redress committees and those affected will be supported accordingly.

Table 3.b: Key feedback from the consultations held for additional financing.

S/N	Stakeholders	Date of consultation held	Issue raised/idea provided	Feedback provided	Information about participants
1	Project implementing partners (REB, NESAs, UR-CE)	20/10/2021	How will the AF budget be distributed to implementing partners?	The AF budget will be distributed to implementing partners according to the national priorities and	Number of participants:20 Gender for participants: 5 females and 15 males

				the challenges that Education Sector is facing	
2	Project Steering Committee Members	12/01/2022	When will the AF related activities start?	The start of AF activities will depend on the AF effectiveness.	Number of participants:20 Gender for participants: 6 females and 14 males
			What is the role of the existing steering committee in the implementation of AF?	As the AF is not separated from the parent project, the steering committee will continue to operate in normal way	

2.6. Stakeholder Engagement objectives and principles

The SEP has three corporate objectives, a number of project-specific operational objectives, and key principles. The stakeholder engagement programme will aim to achieve the objectives and comply with the principles.

2.6.1. Communal objectives

The corporate objectives of stakeholder engagement are

- A co-ordinated approach to all engagement actions;
- Consistency in reporting,
- Management of stakeholder expectations; and
- Reduction in the potential for delays in future project-related decision-making for issue of project approvals and permits or the need for costly redesign of operations/facilities.

2.6.2. Operational objectives

The operational objectives of stakeholder engagement are:

- Acquisition of information from certain stakeholders to assist during preparation and implementation of the ESIA and/or ESMP report;
- Provision of information on Quality Basic Education Project (QBEP) and the Additional financing project and the ESIA and/or ESMP to the different project stakeholders.
- Ensuring that stakeholders have an understanding of how they might be affected and their potential role in QBEP implementation and impact management;
- Provision of opportunities for stakeholders to express their opinions and concerns in relation to QBEP design and implementation, and for these opinions and concerns to be taken into account in the QBEP -related management decisions; and
- Ensuring that stakeholders understand MINEDUC's corporate and operational aims and requirements, with respects to QBEP, and have confidence in MINEDUC's ability to manage environmental/social risks in a responsible and transparent manner

2.6.3. Key principles

The SEP will ensure that the following key principles are applied to all engagement activities:

- Consider the country COVID-19 spread situation in the project area, and observe the restrictions put in place by the government to contain virus spread
- Timing and number of engagement events designed to maximise stakeholder involvement and to avoid disruption to the 'daily businesses' of local stakeholders and also stakeholder 'fatigue';
- A senior MINEDUC staff member to be present and participate actively at all engagement events.
- Engagement events to occur in line with the SEP schedule so that there is clear linkage between engagement activities and the key stages in the ESIA assessment process;
- Ensure that engagement is managed so that it is culturally appropriate, adequate and timely information and opportunities are provided to all stakeholders to be involved/contribute; and
- Ensure that engagement is free from coercion, undertaken prior to key decisions and informed by provision of objective and meaningful information, and that feedback is provided to stakeholders after engagement has concluded.

2.7. Culturally appropriate engagement

It is critical that engagement is culturally appropriate, especially, but not exclusively, in terms of impacted communities. Most stakeholder engagement will be with rural village

inhabitants and it is known from previous engagement activities with such communities that traditional social and cultural norms are respected by almost all inhabitants. It is the intention that the ESIA local consultant will manage and, as appropriate, lead engagement events. Also, it is expected that most rural community engagements will be held in Kinyarwanda.

Prior to any engagement events occurred during the consultations which have already taken place and similar events to be conducted with stakeholders in time to come, the following actions occurred/ will occur:

- Preparation of standard 'question and answer' sheets tailored for specific stakeholder types (based on 'lessons learnt' analysis and common issues raised in previous engagement);
- ✓ Planning/design of engagement action(s) with Project Manager (PM), consultants and local authorities at the different administrative levels.
- Selection of individual stakeholders with whom engagement occurred/will occur;
- Selection of methods for disclosure of information (including such topics as format, language, and timing);
- Selection of location and timing for engagement event(s) (avoiding busy work times, which may be seasonal, and days/times when special events may be occurring);
- Agreeing mechanisms for ensuring stakeholder attendance at engagement event(s) (if required).
- Identification and implementation of feedback mechanisms to be employed.

2.8. Regulations and requirements

Hereinafter are the national and World Bank requirements pertaining to stakeholder engagement applicable to the project. Mentioned below tackle resettlement specifically as some of the sub-projects may require land acquisition.

Rwandan Regulations and requirements

The Law no 32/2015 of 11/06/2015 related to expropriation in the public interest, especially in its article 6 stipulates that:

- The initiator of an act aimed at the implementation of land use and development master plans shall first negotiate with owners of assets that are affected by the project.

- In case negotiations fail, formalities related to expropriation in the public interest shall be followed upon request of the expropriator and the initiator of the project, taking into account the interests of the person to be expropriated.

Ministerial Order N° 003/2008 of 15/08/2008 relating to the requirements and procedure for environmental impact assessment

Article 9: Public Participation

The stakeholders may comment on the environmental impact report and express views on the impact of the proposed development.

The Authority shall cover all costs of the public hearing process.

In the framework of public hearing, the Authority shall notify the public of:

- (a) The day, time and venue where the public hearing shall take place by using at least any of the three of the following means:
 - (i) Publishing a notice twice in any local newspapers;
 - (ii) Running four (4) radio announcements;
 - (iii) Putting up posters at the site of the proposed development.
- (b) The developer's details include name and address.

Law N° 66/2018 of 30/08/2018 regulating labour in Rwanda

Ministerial order N°2 of 17/05/2012 determining conditions for occupational and health safety

EIA General guideline of 2006, part 3, point 6 gives the procedure for conducting public hearings

World Bank requirement

ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement:

The objective of this standards is to avoid involuntary resettlement of when unavoidable minimize involuntary resettlement by exploring alternative project design, avoid forced eviction, and mitigate unavoidable adverse social and economic impacts from land acquisition or restriction on land use by providing timely compensation, assisting displaced persons, conceive and implement resettlement activities and ensure that resettlement activities are done with appropriate information disclosure. The ESS 5 mentions that displaced persons and their communities and any host communities receiving them should be provided with timely and relevant information consulted on resettlement options and offered opportunities to participate in planning, implementing, and monitoring resettlement. Appropriate and accessible grievance mechanisms should be established for these groups.

ESS 10: Stakeholder Engagement and information disclosure:

The objective of this ESS is to engage stakeholder effectively in order to improve environmental and social sustainability of the project, enhance acceptance, and make significant contribution to successful project design and implementation. For this purpose, the project financed by the Bank must identify stakeholders and build good working relationships with them in order to avoid conflicts that may arise, assess the level of stakeholder interests, support them and take into consideration their concerns and views during project implementation. In this identification, eligible stakeholders included Project Affected People (PAPs) such as individuals or organisation whose properties (land, houses, infrastructures, business, cultural features) and other aspects that will be affected by the project and other who may be interested in the project implementation. In addition, this ESS, will aim at promoting and providing means for stakeholders' engagement in the whole project cycle, and inform stakeholders on the project objectives, environmental and social risks in appropriate manners.

Table 4: Stakeholder Engagement Plan

Project stage	Targeted stakeholders	List of information to be disclosed	Method and timing
Design	Government Officials, Local authorities, schools' management, teachers, students, project beneficiaries PAPs	<ul style="list-style-type: none"> . Information about the project; . Ongoing and planned activities; . Presentation of the project . ESMF . RPF . SEP .LMP . ESCP . ESIA's and GBV/SH/SEA information . RAPs .Grievance redress mechanism (GRM) 	<p>All needed information will be disclosed at MINEDUC and its implementing partners websites which are accessible by every stakeholder:</p> <ul style="list-style-type: none"> . SEP, ESCP and LMP should be disclosed before the appraisal of AF . ESIA's with GBV/SH/SEA information and RAPs will be disclosed before commencement of civil works . Updated ESMF, updated RPF and updated GRM will be disclosed before AF effectiveness . Project information (including ongoing and planned activities,, timeframe, budget,.....)will be disclosed before AF effectiveness

Construction	Government Officials, Local authorities, Schools' management, Teachers, Students, Project beneficiaries Workers PAPs	. Need of the project . Ongoing activities . GRM . GBV/SH/SEA information	Along the project implementation period through meetings, community works on construction sites, visits at Schools,
Operation	Government Officials, Local authorities, Schools' management, Teachers, Students, Project beneficiaries	. Use of the facilities . OHS related information due to the use of facilities . Waste Management related information .Maintenance of the classrooms	The information will be disclosed through Public meetings, Physical visits, disclosed ESIA's during the project operation
Decommissioning	Government Officials, Local authorities, Schools' management, Teachers,	EHS related information	The information will be disclosed through meeting and announcements though radios/TVs after the usage of facilities in place

	Students, Project beneficiaries		
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Table 5: Estimated budget to implement SEP

Engagement Technique	Cost Estimate for the parent project activities (USD)	Cost estimate for the activities under the AF (USD).
Correspondances (Phone, e-mail, etc)	3000	2,000
Meetings	30,000	20,000
Workshops and ES trainings	30,000	20,000
Field visits	50,000	20,000
Information Boards	10,000	5,000
Radio & TV Announcement	7,000	4,000
GRM Implementation (support for establishment and operationalization of grievance redress committees)	20,000	20,000
Total	155,000	91,000

3. Implementation of the SEP along with responsibilities

The management, coordination and implementation of the SEP and its integral tasks will be the responsibility of dedicated team members within MINEDUC /SPIU and its local sub-contractors. The roles and responsibilities of the organizations are presented below.

Environmental Safeguard Specialist and Social Safeguard Specialist who will be at the Central Level (MINEDUC) will work closely with the recruited 15 Environmental and Social Safeguards Field Officers based at District level to supervise and implement the SEP activities and will be responsible for consolidating reports that will be submitted to the World Bank.

The safeguards team will also be responsible for documentation of the stakeholder engagement activities conducted under the project. Currently, due to workers turnover, in the MINEDUC PIU there are Social Safeguard Specialist, and 6 environmental and social safeguard officers are on board. Recruitment process is ongoing for the environmental safeguard specialist to be based at central level and 9 Environmental and Social Safeguard Officers to be based at District level. All staffs will be on board not later than 15th April 2022.

3.1 MINEDUC

MINEDUC has an environmental and social performance team under the management of the SPIU Coordinator. The key tasks are *inter alia* to:

- Prepare the content of the SEP, LMP and ESCP (and any other project instruments/documents that will be required) will be approved by the World Bank and locally disclosed by MINEDUC.
- Approve prior to release, all materials used to provide information associated with the QBEP ESIA (such as introductory letters, question and answer sheets,

PowerPoint materials, posters, leaflets and brochures explaining QBEP and ESIA process).

- Approve and facilitate all stakeholder engagement events and disclosure of material to support stakeholder engagement events.
- Participate either themselves, or identify a suitable MINEDUC representative, during all face-to-face stakeholder meetings
- Review and sign-off minutes of all engagement events; and
- Maintain the stakeholder database.

4. GRIEVANCE MECHANISM

4.1. Definitions and Grievance Procedure

A grievance mechanism has been developed for potential use by external stakeholders under the parent project. There will be no new GRM for AF as the existing one is working well. The existing GRM will be updated to be adopted to AF activities by including contractors and consultant firms representatives in GRCs members as well as the creation of the GRC committee at central level.

The aim of the grievance mechanism is to achieve mutually agreed resolution of grievances/complaints raised by stakeholders in a timely, effective and in an efficient manner that satisfies all parties. The grievance mechanism described in this section is distinct from the grievance mechanism to be used by the Project's workforce.

This grievance mechanism ensures that complaints and grievances (see 'definitions' below) are addressed in a transparent and impartial process. It does not deal with 'concerns' which are defined as questions, requests for information, or perceptions not necessarily related to a specific impact or incident caused by a project activity. If not addressed to the satisfaction of the person or group raising the concern, then a concern may become a complaint. Concerns are not registered as a grievance but will be managed via the MINEDUC external communications plan.

Key definitions are as follows:

- Complaint: an expression of dissatisfaction that is related to an impact caused by a project activity, which has affected an individual or group. Adversely, the interests of an individual or group and the individual or group wants a proponent or operator (or contractor) to address and resolve it (e. g. problems related to dust deposition, noise or vibration). A complaint is normally of a less serious nature than a grievance; and
- Grievance: a claim raised by an individual or group whose livelihood, health and safety, cultural norms and heritage are considered to have been adversely affected (harmed) by a project activity which, if not addressed effectively, may pose a risk to MINEDUC operations (through stakeholder actions such as access road blockages) and the livelihood, well-being or quality of life of the claimant(s).

The grievance mechanism described in this section includes both complaints and grievances (hereinafter referred to only as 'grievances').

Grievances raised by stakeholders need to be managed through a transparent process, readily acceptable to all segments of affected communities and other stakeholders, at no cost and without retribution. The grievance mechanism should be appropriate to the scale of impacts and risks presented by a project and beneficial for both a proponent/operator and external stakeholders. The mechanism must not impede access to other judicial or administrative remedies.

This grievance mechanism sets out the following steps to be taken to resolve grievances, the role of different staff members involved and timeframes to reach a decision on grievances. The types of grievances stakeholders may raise include, but are not limited to:

- Negative impacts on communities, which may include, but not be limited to financial loss, physical harm and nuisance from construction or operational activities;
- Health and safety risks;
- Negative impacts on the environment; and
- Unacceptable behaviour by staff or employees.

It is critical that stakeholders understand that all grievances lodged, regardless of the project phase or activity being implemented, will follow one single mechanism.

As per the RPF developed for the project, the Grievance Redress Mechanism will be administered, as far as possible, at the District level by the Resettlement and Compensation Committee to facilitate access by PAPs. This Committee will act as District Project Coordination office and be the main project contact for all PAPs. All grievances concerning nonconformity with the RPF, levels of compensation, or displacement of assets without compensation and any other complaints that cannot be resolved through community traditional and cultural redress mechanisms, will be addressed to the District Project Coordination office and resolved in coordination with the District Land Office and project Coordination.

4.2. Grievance Redress Process

A grievance redress mechanism (GRM) is presented below to uphold the project's social and environmental safeguards performance. The purpose of the GRM is to record and address any complaints that may arise during the implementation phase of the project and/or any future operational issues that have the potential to be designed out during implementation phase. The GRM is designed to address concerns and complaints promptly and transparently with no impacts (cost, discrimination) for any reports made by project affected people (PAPs). The GRM works within existing legal and cultural

frameworks, providing an additional opportunity to resolve grievances at the local, project level. The maximum number of days for resolving a complaint or dissatisfaction is 14 days (2 weeks) from its reception if it doesn't compromise the judicial process but to the particularity of some grievances, response can be provided immediately if applicable.

Complaints related to GBV/SEA/SH and VAC will be transferred to Isange One Stop Centre (Isange One Stop Centre is a national police led program based at every district and in charge of receiving and handling GBV/SEA/VAC crimes). The Project will be responsible for providing awareness campaign, sensitization and giving trainings program to the established GRCs on how to handle and report sensitive cases of GBV,SEA/SH smoothly and easily. It should be noted that sensitive cases will not be recorded in the grievance logbook it should be kept confidential. The GRC women representative will follow up on cases of GBV, SEA, VAC will follow up with IOSC on reported complaints received through the GRM of the project.

The key objectives of the GRM are:

- Record, categorize and prioritize the grievances or any complaint that may arise due to the project implementation;
- Settle the grievances via consultation with all stakeholders (and inform those stakeholders of the solutions)
- Ensure that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complaints.
- Avoid the need to resort to judicial proceedings.

The updated Grievance redress Mechanism will have committees at cell, sector, district and central level and their members will be as follow:

At Central level: The committee will be composed of the following MINEDUC SPIU Coordinator as President, REB SPIU Coordinator as Vice President, MIEDUC Safeguard Team at the secretariat of the committee, women representative who is a female staff selected among MINEDUC, REB and NESAs SPIUs staff, and other members like staff from Teacher Development & Management and Career Guidance & Counselling Department in REB and the Staff from Basic Education and TVET Quality Assurance department in NESAs.

At District level: The committee will be composed of the following members namely the Vice Mayor in charge of Social Affairs who will be the President, District Director of One Stop Centre who will be the Vice President, District Director of Education who will be the Secretary, the District Environmental Officer, the School Construction Engineer, a Women Representative from the Unit of Social Protection or Unit of Education or Unit of One Stop Centre who will also represent youth and vulnerable groups, Project representative (Environmental and Social Safeguards Officer or School Construction Field Officer), contractor and supervising farm representatives. Though not part of the committee, District Property Valuation Officer, Land and GIS Officer, Social Protection

Officer, Isange One Stop Centre Representative will participate in District GRC meetings whenever deemed necessary.

At sector level: The GRC at sector level will comprise 5 members; the Sector Executive Secretary who will be the President, the Social Protection Officer who will be the Vice President, the Sector Education Inspector who will be the Committee's Secretary, the Sector Land Officer and a woman representative from the Sector Staff and will also represent youth and vulnerable groups. Project representative, contractor representative, supervising farm representative and representative of District Isange One Stop Center will also attend GRC meetings whenever deemed necessary, **acting in advisory role.**

At cell level: The Grievance Redress Committee is elected during community consultation meetings held between the District/Sector/Cell officials and the Project Affected People (PAPs). The PAPs will select and vote 3 candidates: President, Vice President and a Woman Representative (who will also represent the youth and vulnerable groups). The woman representative will serve as the **Committee Secretary**. The School Head Teacher (where project activities are being implemented) or any other school representative, Village Leader and the cell Executive Secretary of cell where project activities are being implemented will be part of the cell level Grievance Redress Committee. Project representative, contractor representative, supervising farm representative and representative of District Isange One Stop Centre will also attend GRC meetings whenever deemed necessary, **acting in advisory role.**

Note that contractor representative and supervising firm representative will not be member of the committee in case of unconventional approach as it has been done for the parent project during massive school construction.

A complaints registry will be established at each level for people to lodge complaints. After receiving complaints, the GRMC chairman will convene the committee and shall make sure that all complaints are responded. In case the response to the complaints is not satisfactory, the complainer will lodge his complaints to the higher level (Project Implementation Unit at Ministerial Level). The decision outcome of grievance redress mechanisms by GRMC will be communicated and approved by the District Mayor who will also report to the Ministry of Education to ensure accountability and transparency. Note that there will be no particular GRC for specific school to handle the issues related to their lessons plans, remedials issues and GBV/SH/SEA.

Basing on the particularity of the grievances, school management will choose the level of the GRC (cell, sector, district and central levels) that has the competency to address such grievance.

Grievance redress mechanism process is summarized in the following flowchart:

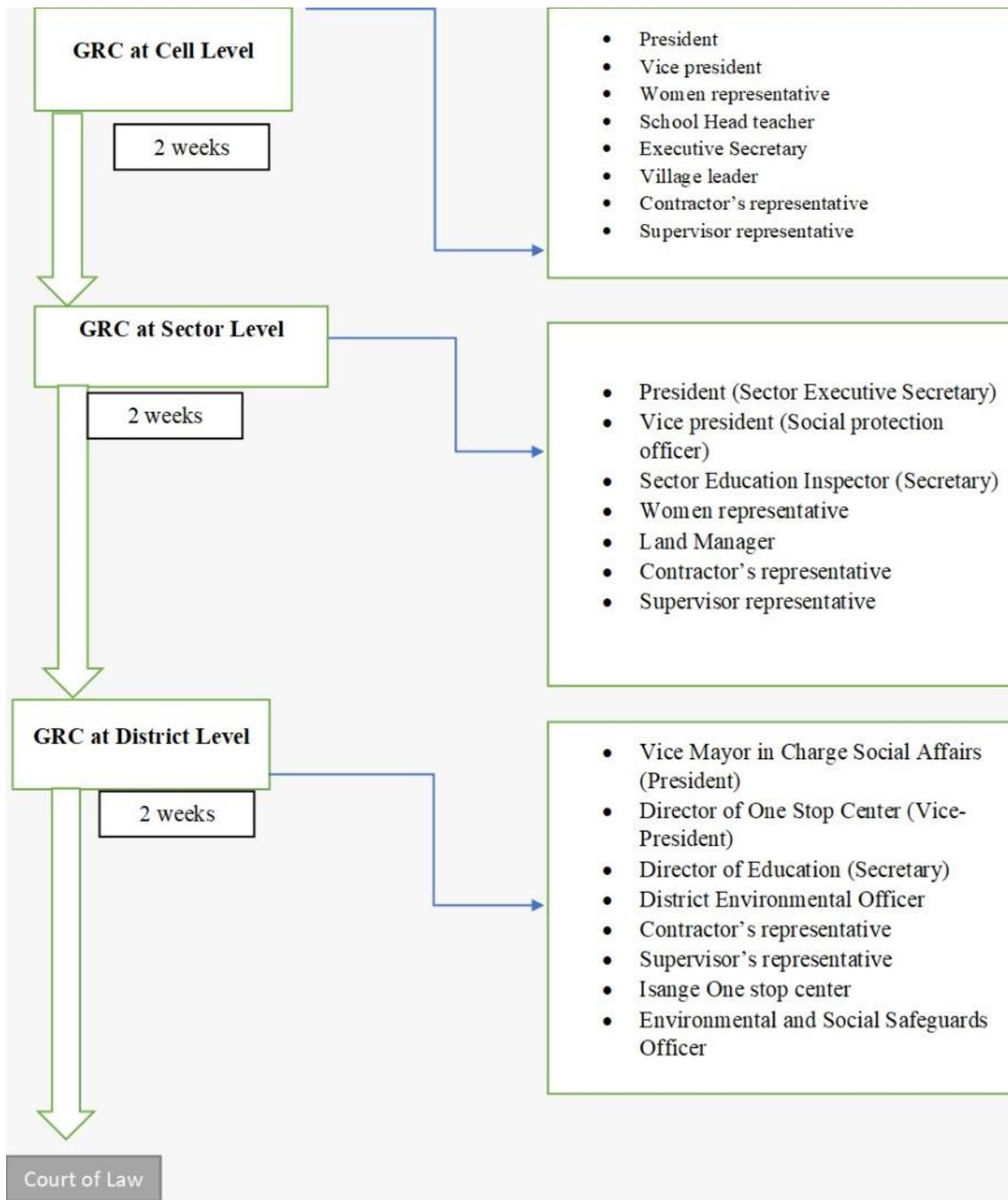


Figure 1: Grievance redress mechanism process

So far; for the parent project, 458 GRCs have been established for phase I at grassroots level while 942 GRCs have been established for phase II at grassroots level for the parent project. At the moment, these committees have received and resolved 305 grievances for phase One while for phase Two 387 grievances have been received and resolved. There was no complaint that was escalated to court level.

For additional financing, there will be no new grievance redress mechanism created, the team will focus on strengthening and updating the existing mechanism to continue providing support on handling complaints related to the project implementation.

As the GRM works within existing legal frameworks, it is recognized that the GRM will comprise of community representatives, project representative and the judiciary level will be involved in the redress mechanisms.

The details of each of those components are described as follows:

4.2.1 Community involvement in the Grievance Redress Mechanism

Local communities have participated in the grievance redress mechanisms. It is expected that some disputes between individuals'/ family members that might result from the project implementation in the area, will be resolved at the community level with the support of the local authority representatives.

However, regarding disputes that include differences between households over land, or boundaries, even on issues triggered indirectly by the Project, the mechanism will involve the District Land Officer, landowner(s) concerned, and if required, the representative from the Ministry of Environment.

It is expected that any land dispute issues pertaining to the Project would be resolved at this level given the nature of land ownership and the significant authority vested under the Minister of Environment.

Where issues caused by the project activities are raised in the grievance redress committees, the complaints will be recorded and reported to MINEDUC. Hence, MINEDUC will records all complaints/outcomes will be included in the monthly reports. GRM reports will be compiled by the district environmental and social safeguards officer and submitted to MINEDUC.

Note that the community affected people have the right to raise his/her complaints to Central level committee through existing communication channels like telephone or email to communicate to MINEDUC, REB and NESAs, in collaboration with MINEDUC safeguard Team.

The following communication channels will be used to raise the grievance / complaint at central level committee:

The Ministry of Education (MINEDUC)

-  Email: info@mineduc.gov.rw
-  Hotline: 2028
-  Twitter: @ Rwanda_Edu
-  Po Box: 622 Kigali

Rwanda Basic Education Board (REB):

-  Email: info@reb.rw
-  Hotline: 3020
-  Twitter: @ REBRwanda

✚ Po Box: 3817 Kigali

National Examination and School Inspection Authority (NESA):

✚ Email: info@nesa.rw

✚ Hotline: +250000

✚ Twitter: @ NESA-Rwanda

✚ Po Box: 1382 Kigali

The option of using existing community mechanisms for resolving and reporting project related grievance is recommended.

4.2.2 Project Level Grievance Redress Mechanism

The MINEDUC SPIU has established grievance redress mechanism (GRM) under parent project to address complaints arising during the project implementation. Provisions in law N° 66/2018 of 30/08/2018 regulating labor in Rwanda will be applied for Grievance Redress Mechanism for workers. Grievances are issues that may be raised by stakeholders in general and local people in particular. Grievances may include dissatisfaction in land expropriation issues and compensation arrangement, land owners whose land will be affected by different forms of erosion including rills and gullies caused by uncollected roof water, stinking emission from toilettes and kitchen and noises from construction sites, uncompensated injuries and accidents from the construction sites, payment arrears etc. In addition, grievances may arise from other schools that will not be selected for the project implementation.

Therefore, a system that permits the affected stakeholders to lodge complaints will be established. Stakeholders will be informed of the intention to implement the grievance redressal mechanisms.

4.2.3 Judiciary Level Grievance Redress Mechanism

Monitoring and evaluation of the stakeholder process is considered vital to ensure Project Developer (MINEDUC) is able to respond. The project level process will not impede affected persons' access to the legal system. At any time, the complainant may not be satisfied with the resolution at the Cell, Sector, District and Ministry level, he/she may take the matter to the appropriate legal or judicial authority as per the Rwandan laws.

5. MONITORING AND REPORTING

Monitoring and evaluation of the stakeholder process is considered vital to ensure Project Developer (MINEDUC) is able to respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. Adherence to the following characteristics/commitments/activities will assist in achieving successful engagement:

- Sufficient resources to undertake the engagement;
- Inclusivity (inclusion of key groups) of interactions with stakeholders;
- Promotion of stakeholder involvement;
- Sense of trust in MINEDUC shown by all stakeholders;
- Clearly defined approaches; and
- Transparency in all activities.

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Specifically, by identifying key performance indicators that reflect the objectives of the SEP and the specific actions and timings, it is possible to both monitor and evaluate the process undertaken.

Two distinct but related monitoring activities in terms of timing will be implemented:

- During the engagement activities: short-term monitoring to allow for adjustments/improvements to be made during engagement; and
- Following completion of all engagement activities: review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented.

Note that GRM at all levels should be able to provide feedback to stakeholders who have submitted claims to GRCs for handling them. The time frame required to respond to the complains should be respected.

5.1 Key performance indicators

The following are key performance indicators to be reported on stakeholders Engagement Plan

- Updates/redesign on project components and activities
- Level of understanding of the project by different stakeholders
- Number of grievances received, resolved, pending and the nature of complaints.
- Attendance to the consultation sessions (provide gender segregated data on the number of participants).
- Topic discussed during the consultation (minutes to be taken during consultations).
- Information disclosed and type of stakeholder to who the information is shared

References

MINEDUC. (May 2019). Environmental and Social Management Framework for Rwanda Quality Basic Education for Human Capital Development Project.,

MINEDUC. (May 2019). Resettlement Policy Framework for Rwanda Quality Basic Education for Human Capital Development Project.

MINEMA. (August 2021). Stakeholder Engagement Plan for Socio-Economic Inclusion of Refugees and Host Communities Project

MININFRA. (May 2020). Stakeholder Engagement Plan for Rwanda Urban Development (RUDP II)

ANNEXES

Annex 1: Roles and responsibilities of members of Grievance Redress Committee

a: Roles and responsibilities of Grievance Redress Committee at Cell level

NO	Member of GRC	Roles and responsibilities
1	President	<ul style="list-style-type: none"> • Chairing meetings; • Give direction on how received grievances will be processed; • Assign organizational responsibility for proposing a response; • Referring cases to next level; • Speaks on behalf of GRC and s/he is the one to report to the cell or the sector
2	Vice-President	<ul style="list-style-type: none"> • Chair the meeting in the absence of the President; • Assist the President in giving directions during meeting discussions; • Serve as the spokesperson of the GRC and report to the cell and the sector leaders in the absence of the President.
3	Village leader	<ul style="list-style-type: none"> • Represents all the village leaders in the cell, ensures that repeated or low-level grievances are being noted in the system, • The village leader is in charge of sending out notices for meetings • The village leader is a representative of the local government at the village level, he masters all the grievances raised and has all the records to report to the hierarchy.
4	Cell Executive Secretary	<ul style="list-style-type: none"> • The role of the executive secretary of the cell in the GRM committee is mainly to propose a response and recognize that many complaints may be resolved and informally by relevant authorities, • Chairs sensitization meeting at the cell level during public consultations meetings. • The cell executive secretary signs on the minutes of the GRC resolutions and on the GRC reports that are sent to the Sector and District.

5	Women representative	<ul style="list-style-type: none"> • The role of the women representative is to represent the women in the community and promote the interests of women and girls within the community and advocate for equity and equal opportunities., • Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the projects intervention areas • Offers guidance on referral pathways in relation to GBV cases where necessary • Woman representative serves as the Committee Secretary
6	Head Teacher	<ul style="list-style-type: none"> • Receiving and register the grievance, log it and use the common agreed protocol of means of recording the grievance received and provide a timely communication back to the complainants. • Maintain logbooks that has records of complaints, inquires and suggestions received • Ensure privacy of the complainant where necessary and use a unique ID number to record the complaint
7	Contractor	<ul style="list-style-type: none"> • Receive and log complaints/grievances, note date and time, contact details, nature of complaint and inform complainant of when to expect response; • Handle complaints revolved around nuisance resulted from construction and endeavor to handle them satisfactory; • Inform engineer (supervisor) and GRC of received complaints/grievances and outcomes and forward unresolved complaints/grievance to GRC • Attend community meetings, respond and react to complaints raised concerning the contractor.
8	Supervisor	<ul style="list-style-type: none"> • Represent client/MINEDUC; • Ensure that all grievances raised have been responded to, and that the contractor responds to the complaints raised concerning them, • Attend community meetings respond to all concerns related to project from community • Report on monthly basis the progress of GRM process

b: Roles and responsibilities of Grievance Redress Committee at Sector level

NO	Member of GRC	Roles and responsibilities
1	President	<p>The president of the GRC at Sector level is the Executive Secretary of the Sector</p> <ul style="list-style-type: none"> • He/She invites and chair meetings, acknowledges grievance receipt and outline how grievance will be processed, requests committee members for proposing alternative responses and lead the committee members' voting towards an agreeable response (Each decision of the committee should be on basis of votes without compromising the laws in force); • He/She communicates the action required from responsible parties for effecting the agreed upon responses; • He/She serves as the spokesperson of the GRC and report to the District. • The GRM president is also in charge of referring cases to implementing agencies and stakeholders and agree on the response to be given on some of the complaints raised.
2	Vice-President	<ul style="list-style-type: none"> • The vice president of the GRC at Sector level is the Social Protection Officer • He/She chairs the meeting in the absence of the President; • He/She assists the President in giving directions during meeting discussions;
3	Secretary	<ul style="list-style-type: none"> • The Secretary of the GRC at Sector level is the Sector Education Inspector • He/She receives and registers the grievance, logs it and uses the common agreed protocol of means of recording the grievance received and provides a timely communication back to the complainants. • He/She maintains the logbooks that have records of complaints.

4	Women representative	<ul style="list-style-type: none"> • The role of the women representative is to represent the women and girls during decision making, promote their interests and make advocacy for their equity and equal opportunities in the project intervention areas., • Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the project's intervention areas • Offers guidance on referral pathways in relation to GBV cases where necessary
5	Sector Land Officer	<ul style="list-style-type: none"> • To attend sector level GRC Meetings • Participate in the complains resolution practices

c: Roles and responsibilities of Grievance Redress Committee at District level

NO	Member of GRC	Roles and responsibilities
1	President	<p>The president of the GRC at District level is the Vice Mayor in charge of Social Affairs</p> <ul style="list-style-type: none"> • He/She invites and chair meetings, acknowledges grievance receipt and outline how grievance will be processed, requests committee members for proposing alternative responses and lead the committee members' voting towards an agreeable response (Each decision of the committee should be on basis of votes without compromising the laws in force); • He/She communicates the action required from responsible parties for effecting the agreed upon responses; • He/She serves as the spokesperson of the GRC and reports to the Ministry of Education.
2	Vice-President	<ul style="list-style-type: none"> • The Vice President of the GRC at District level is the District Director of One Stop Center • He/She chairs the meeting in the absence of the President; • He/She assists the President in giving directions during meeting discussions;

3	Secretary	<p>The Secretary of the GRC at District level is the District Director of Education</p> <ul style="list-style-type: none"> • He/She receives and registers the grievance, logs it and uses the common agreed protocol of means of recording the grievance received and provides a timely communication back to the complainants. • He/She maintains the logbooks that have records of complaints.
4	Women representative	<ul style="list-style-type: none"> • The role of the women representative, who is selected among female staff form the Unit of Social Protection or Unit of Education or Unit of One Stop Centre, her responsibilities are the following: • Report and resolve any grievance related to sexual harassment and any gender domestic violence that may arise during the project implementation and to mobilize women to be active in income generating activities specifically for opportunities in the project’s intervention areas • Offers guidance on referral pathways in relation to GBV cases where necessary
5	Other members (District Environmental Officer, Environmental and Social Safeguard Officer and/or School construction field Officer, District School construction engineer)	<ul style="list-style-type: none"> • To attend District level GRC Meetings • Participate in the complains resolution practices

d: Roles and responsibilities of Grievance Redress Committee at Central level

NO	Member of GRC	Roles and responsibilities
1	President	<p>The president of the committee is the SPIU Coordinator from the Ministry of Education and has the following responsibilities:</p> <ul style="list-style-type: none"> • Invite and chair meetings of the committee, • Communicate the action required from responsible parties for effecting the agreed upon responses; • Serve as the spokesperson of the committee and report to the Ministry of Education authorities and partners.
2	Vice-President	<p>The vice president of the committee is the SPIU Coordinator from Rwanda Basic Education Board and has the following responsibilities:</p> <ul style="list-style-type: none"> • Invite and chair the meeting in the absence of the President; • Assist the President in giving directions during meeting discussions; • Serve as the spokesperson of the GRC and report to the Ministry of Education and its partners in the absence of the President.
3	Secretary	<p>The secretariate of the committee is made of the safeguard staff from the SPIU of the Ministry of Education in collaboration with Communication team from MINEDUC, REB and NESA</p> <p>-Safeguard staff (Social Safeguard Specialist and Environmental Safeguard Specialist): Serve as minutes taker during the meetings and filing all documents related to the GRM</p> <p>-Communication staff: To receive and record grievance received through social media in a logbook.</p>
4	Women representative	<ul style="list-style-type: none"> • Female to be selected from the MINEDUC, REB or NESA SPIUs Staff who will be in charge charge of GBV/SH/VAC issues in the committee

5	<p>Other members:</p> <p>-Staff from Teacher Development & Management and Career Guidance & Counseling Department in REB</p> <p>-Staff from Basic Education and TVET Quality Assurance department in NESAC</p>	<ul style="list-style-type: none">• To attend central level GRC Meetings• Participate in the complains resolution practices
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