



**Government of Saint Lucia**  
**Saint Lucia Human Capital Resilience Project -P170445**  
**Stakeholder Engagement Plan (Draft)**

**October 2019**

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## I. INTRODUCTION

### 1.1 Purpose of the Stakeholder Engagement Plan:

The purpose of this document, the Stakeholder Engagement Plan (SEP), is to establish the timing and methods of engagement with stakeholders throughout the project life cycle. The SEP supports the development of strong, constructive and responsible relationships with project stakeholders that are important and integral for successful management of the project's environmental and social risks, and for the sustainability of project's development results.

The objectives of the project are consistent with reducing poverty, and positively benefiting the poorest and most vulnerable groups. However, there is a need for a SEP to address potential of exclusion of vulnerable people by inefficiencies in the outreach strategies, or systemic discrimination, that may exist, and that could cause inequitable distribution (if occur) of project benefits in detriment to the most vulnerable – the poorest, female-headed households, female unemployed, youth unemployed, persons with disabilities, youth at risks, young girls, people exposed and vulnerable to shocks and natural disasters, among others.

The Project Document considers these risks of exclusion and address cross cutting measures in its components to address them. This is emphasized in the Project Appraisal Document (PAD), and on how the project will incorporate gender, climate change, beneficiary feedback, and inclusive education considerations in its design, and consequently in its implementation.

The scope of this Stakeholder Engagement Plan seeks to be proportionate to the nature and scale of the project and its potential risks and impacts. The SEP will be updated as necessary throughout the project's life cycle.

The SEP is expected to be updated from time to time as/if necessary. If significant changes are made to the SEP after consultations, a revised SEP should be publicly disclosed prior to appraisal.

### 1.2 Project location:

Saint Lucia is a sovereign island state in the eastern Caribbean Sea on the boundary with the Atlantic Ocean and forms part of the Lesser Antilles. It is located north/northeast of the island of Saint Vincent and the Grenadines, northwest of Barbados and south of Martinique. It covers a land area of 617 km<sup>2</sup> (238.23 sq mi). The topography of the country is generally mountainous and it experiences relatively high rainfall attributable to its tropical climate.



Saint Lucia has a population of 173,165<sup>1</sup> and a Gross National Income (GNI) per capita of US\$8,830 as of 2018. Gross Domestic Product (GDP) grew at a modest 1.5 percent in 2018, and public debt has remained moderately high in recent years, reaching approximately 67 percent of GDP in 2017. Following the 2008 financial crisis, Saint Lucia has struggled to regain pre-crisis growth levels. Given the decline in the banana industry, the island has seen a greater reliance on financial services and tourism which is recognised as a major contributor to Gross Domestic Product (GDP). In 2018, the Hotel and Restaurant Sector accounted for 9.3 percent of GDP, a growth of 4.3 percent over the previous year. The industry also continues to be one of the main contributors to employment in the country creating at least 12,422<sup>2</sup> jobs.

### 1.3 Project Description

#### PROJECT OBJECTIVES:

The objectives of the Project are to improve the labor market relevance of skills in selected sectors and to increase the efficiency and coverage of the social protection system in Saint Lucia. The proposed Project aims to strengthen the

<sup>1</sup> Saint Lucia Social and Economic Review, 2018

<sup>2</sup> Saint Lucia Tourism Authority

resilience of Saint Lucia's human capital stock through a two-pronged approach, the strengthening of TVET and the strengthening of the social protection system. In particular, the skills component will focus on the promotion of more and higher quality technical and socio-emotional skills and the transformation of the TVET sector from a supply-driven system to a demand-driven system that responds to changing labor market conditions.

The social protection component will concentrate on strengthening the social protection policy framework and improving the implementation of flagship social programs. These components are complementary and integrated through various modalities inclusive of graduation strategies involving paths to self-reliance through skills acquisition for beneficiaries of the social protection programs.

The main expected outcomes of the project are:

- A strengthened TVET enabling environment
- Improved number of labor market relevant TVET programs established
- Increased trained teachers
- Strengthened Social Protection Policy Framework
- Improved targeting
- Enhanced Implementation and delivery systems of social programs

## **PROJECT COMPONENTS:**

### **Component 1: Strengthening Technical and Vocational Education and Training (TVET)**

Component 1 aims to strengthen the TVET system to increase provision of labor market-relevant skills. It will do so by implementing a strengthened enabling environment for TVET, rationalizing and supporting new TVET offerings, supporting the professional development of TVET trainers and providing financial assistance to low-income students. These activities will be supported by technical assistance and procurement of TVET equipment and furniture under Component 3. It is composed of two subcomponents:

1. **Subcomponent 1.1: Strengthened enabling environment for TVET.** This subcomponent is associated with DLI 1 and will help build Saint Lucia's system for delivery of labor market-relevant TVET. It will do so through the: (i) establishment of a periodic labor market needs assessment; (ii) support to the implementation of the TVET Policy and Strategy; (iii) implementation of strategies to increase inclusivity; and (iv) development and implementation of a resource mobilization strategy to ensure sustainable financing of the sector. A periodic labor market needs assessment will be established to gauge private, public, and informal sector needs for technical and non-technical (e.g. socio-emotional) skills. The subcomponent will support the implementation of the TVET Policy and Strategy, including human resourcing of the TVET Council as per the Policy, development of more systematic mechanisms for creating new programs relevant to labor market needs, and enhancements in public accountability for results. It will also support measures to increase gender inclusivity and inclusion of persons with disabilities across the TVET sector, including public awareness campaigns and training for instructors. Finally, a resource mobilization strategy will be developed and implemented to ensure sustainable financing of the sector, including the establishment of at least one private-sector financing mechanism.

2. **Subcomponent 1.2: Improved TVET offerings.** This subcomponent is associated with DLIs 2 and 3 and will expand access to labor market-relevant TVET offerings at secondary schools, special schools, postsecondary institutions, and skills training institutions. It will do so through the: (i) rationalization of existing TVET programs; (ii) professional development for TVET trainers; (iii) development of new TVET offerings; and (iv) provision of financial support for lower-income students to access TVET. First, the subcomponent will improve TVET offerings through the rationalization of programs informed by the initial labor market needs assessment. Second, it will support professional development for TVET trainers, including a trainer immersion program in partnership with the private sector, which will help improve industry knowledge and potentially re-skill trainers for higher-priority areas. Third, new TVET offerings - including higher-level CVQs - will be developed in selected sectors identified as having skills shortages in the labor market needs assessment and/or being strategic priorities identified by the TVET Council. Finally, this subcomponent will provide financial assistance for tuition and certification costs for low-income students. Additional support - including stipends and child care subsidies - will be offered to social safety net program participants through Component 2. New and existing TVET offerings will be enhanced with supplemental modules on socio-emotional skills (including life skills and entrepreneurship skills), and on climate change as relevant to each field, to enhance the flexibility of trainees' skill sets.

### **Component 2: Strengthening the Social Protection System**

Component 2 aims to strengthen the social protection system by enhancing the policy framework and targeting mechanism, increasing PAP's coverage of the poor, and improving the implementation of the main social programs. These activities will be supported by technical assistance (i.e. consulting and non-consulting services) under subcomponent 3.1. Component 2 is composed of two subcomponents:

3. **Subcomponent 2.1: Strengthened social protection policy framework**<sup>3</sup>. This subcomponent is associated with DLI 4 (DLR 12) and DLI 5 (DLR 16, 17 and 19) and aims to enhance the SP policy and policy environment and to improve the targeting mechanism that is used to determine eligibility of potential beneficiaries. It specifically supports the following: (i) review and revision of the national SP policy; (ii) development and implementation of a graduation strategy for social assistance household recipients; and (iii) development and implementation of the updated targeting tool, SL-NET 3.0. The revised SP policy will identify and address systemic gaps by assessing current social needs with the policy interventions in place, enhance coordination and integration of social programs, and incorporate an adaptive SP approach, including elements to prevent, mitigate and respond to shocks. These elements will include designing interventions that can be expanded (or contracted) according to need and identifying potential financing mechanisms to scale up programs in case of disasters. The development and implementation of a graduation strategy for social assistance household will facilitate access to jobs and enabling services such as TVET, childcare or healthcare. Finally, the development and implementation of the updated targeting tool, SL-NET 3.0 (which requires Cabinet approval), will improve the selection of beneficiaries based on poverty levels, thereby improving overall spending efficiency of social programs.

4. **Subcomponent 2.2: Improved coverage and implementation of flagship social programs**<sup>4</sup> This subcomponent is associated with DLI 4 (DLRs 13-15) and DLI 5 (DLRs 18 and 20), and its objective is to increase the coverage of the poor through the expansion of the main social safety net program, PAP, and to enhance the implementation of the main social programs, PAP and KSL. The subcomponent will support: (i) increased coverage of PAP; and (ii) modernizing procedures and implementation and delivery systems of the main social programs. The PAP's coverage expansion will be sequenced with the implementation of the updated targeting mechanism, the application of which will improve the selection of beneficiaries by minimizing inclusion and exclusion errors. Modernizing the social programs will involve: a) a comprehensive revision of procedures, communication and feedback mechanisms, and monitoring and evaluation processes, among others; and b) the design, development and population of a social information system, consisting of a social registry<sup>5</sup> and a beneficiary management information system (BMIS).<sup>6</sup>

### Component 3: Technical Assistance, TVET Equipment and Furniture, and Project Management.

Component 3 supports the results-based components of the project through targeted investments in technical assistance and equipment and through project management. It is composed of three subcomponents:

5. **Subcomponent 3.1: Technical Assistance.** This subcomponent will finance consultant and non-consultant services for key results areas of the Project. A TVET Systems Consultancy will advise the TVET Council and MoE on sequencing and executing the required reforms for transition to an inclusive, labor market demand-driven TVET system. A consultancy will support the Central Statistics Office in carrying out the 2022 Living Conditions and Household Expenditure Survey, which will serve as a key input to inform the social protection policies, as part of the continuous improvement cycle. Information technology (IT) consultant will support the design, development and maintenance of the Social Information System, housed in the MoEQ (with support from the Government Information and Technology Services (GITS)). The system will incorporate an interoperability framework to interact with multiple databases, including the TVET database and Labor database. Individual consultants (IC) will support: the design and supervision of the social information system; the technical analysis to update the SP policy, draft the graduation strategy and the SP operational processes (i.e. manuals); and develop standards and systematize the data for the TVET Council. The non-consulting service is to collect data on PAP beneficiaries to implement the recertification process.

<sup>3</sup> The SP Policy Framework refers to the scheme to define policy goals and strategies, key procedures with potential policy-level implications, and guiding principles that generally require Cabinet approval.

<sup>4</sup> The flagship social programs referred to are PAP and KSL. The latter is a case management program for the extreme poor. Delivery systems improvements such as the social information system could support policies and programs beyond SP, including health and education, among others.

<sup>5</sup> The social registry would include information on poor and vulnerable households (i.e. potential beneficiaries) and will incorporate climate change considerations such as information related to targeted population's exposure (e.g. georeferenced information) and vulnerability to shocks and climate related risks (e.g. quality of housing, assets, etc.). As such, by improving the delivery of social programs, it would also improve adaptive capacity of vulnerable population to cope with climate change impacts.

<sup>6</sup> The BMIS would support the implementation of social programs, including automating information processing for eligibility and enrollment decisions, and benefits and service package decisions, the provision of benefits and services, monitoring and management of beneficiaries (including basic beneficiary management, grievance redress and decisions on exits).

6. **Subcomponent 3.2: TVET Equipment and Furniture.** This subcomponent will finance industry-standard equipment for secondary schools and training institutions to meet the required standards of specific CVQs. Equipment priorities will be identified through the proposal development process under Component 1. As the Project will not finance civil works, equipment will only be procured for facilities certified as structurally sound and possessing the required space and utilities to meet the specifications of the equipment.

7. **Subcomponent 3.3: Project Management.** This subcomponent will finance: (a) staff and operating costs of a Project Implementation Unit (PIU) to be placed in the MoE, as described in Annex 1; (b) carrying out of independent audits; and (c) carrying out DLI compliance verification.

**Inclusive education:** In line with the World Bank’s commitment to ensure that all education projects are inclusive of persons with disabilities, the project will include consultations with the National Council of and for Persons with Disabilities as part of this Stakeholder Engagement Plan (SEP). Project activities will include training for TVET training providers to address bias against persons with disabilities and strategies to promote greater inclusion. In addition, the project activities will ensure that students at all five special schools will have access to at least one CVQ linked to labor-market needs, as part of one of the Disbursement-Linked Results (DLRs). The Project Development Objective (PDO) indicator on the provision of labor market-relevant skills will also be disaggregated by students at special schools.

**II. PREVIOUS STAKEHOLDER ENGAGEMENT ACTIVITIES**

Stakeholder Engagement activities to date include:

- i. A presentation to the members of Cabinet by the Ministry of Equity, Social Justice, Local Government and Empowerment
- ii. Focus group sessions with PAP beneficiaries conducted by the Ministry of Equity, Social Justice, Local Government and Empowerment
- iii. Consultation with TVET agencies
- iv. Six (6) World Bank team missions; during these missions, the World Bank team met with the relevant high-level officials and technical personnel in the Department of Education, Department of Labour, Ministry of Equity, Social Justice, Local Government and Empowerment, Department of Economic Development and the Department of Finance.

The objectives of these engagements were as follows<sup>7</sup>:

Engagement Date	Objectives/Activities
February 26- March 1, 2019	<ul style="list-style-type: none"> <li>i. To conduct high level dialogue with various Ministries regarding the Government’s priorities for strengthening resilience of Saint Lucia’s human capital</li> <li>ii. To identify priority areas and intervention for investment financed by a new World Bank project on resilient human capital.</li> </ul>
May 5-9, 2019	<ul style="list-style-type: none"> <li>I. Continue dialogue with the Ministry of Finance, Economic Growth, Job Creation, and External Affairs; the Ministry of Education, Innovation, Gender Relations and Sustainable Development; the Ministry of Equity, Social Justice, Local Government and Empowerment; and the Ministry of Infrastructure, Ports, Energy and Labour regarding the Government’s priorities for strengthening the resilience of St. Lucia’s human capital; and</li> <li>II. Further develop the Project concept, including defining the</li> </ul>

<sup>7</sup> N.B. Additional information on discussions available from mission Aide Memoires

	overarching project objectives, specifying project activities and disbursement-linked targets, and determining implementation arrangements
July 8, 2019	Presentation to Cabinet of Ministers on the SL-NET 3.0 in the context of Social Safety Net Reform
July 17-19, 2019	<ol style="list-style-type: none"> <li>I. Further develop the technical and vocational education and training (TVET) component of the project, including specifying project activities, the results framework, and disbursement-linked targets; and</li> <li>II. Define the implementation arrangements and advance on preparation requirements, including Environmental and Social Safeguards, Financial Management and Procurement aspects of the project.</li> <li>III. Meeting with the head of the National Council of and for Persons with Disabilities, to inform him of the project and seek his input into appropriate project design and stakeholder engagement, as it pertains to persons with disabilities.</li> </ol>
August 6-7, 2019 World Bank Mission Social Protection & Jobs team	<ol style="list-style-type: none"> <li>I. Further develop the Social Protection System component of the project, including specifying project activities, the results framework, and disbursement-linked targets; and</li> <li>II. Further define the implementation arrangements and advance on preparation requirements</li> </ol>
August 2019 Individual meetings with TVET agencies	<ol style="list-style-type: none"> <li>I. Understand their 2020 priorities</li> <li>II. Develop their overall plan for increasing enrollment</li> </ol>
September 17, 2019 World Bank Mission Social Protection & Jobs team	<p>Discussion between World Bank Social Protection project focal points and Minister for Equity, Social Justice, Local Government and Empowerment, introducing him to Subcomponent 2 of the project</p> <p>The Minister expressed that this project is to be part of the Ministry's legacy and hopes its commencement is not delayed</p> <p>The Minister also expressed commitment to the process/project on behalf of the Prime Minister and Government of Saint Lucia</p>
September 18, 2019	<p>Focus group meeting with Public Assistance Programme (PAP) beneficiaries (25 in the Micoud District) to introduce the project and seek their feedback</p> <p>Participants look forward to better Public awareness/relations as it pertains to the services offered by the Ministry of Equity</p>
September 19, 2019 World Bank Mission Social Protection & Jobs team	One day working session facilitated by the World Bank Social Protection team with Welfare Department of the Ministry of Equity to finalize DLIs and DLRs of the project and review the Project Appraisal Document
November 19-22, 2019	<ol style="list-style-type: none"> <li>I. The Head of the National Council of and for Persons with Disabilities was included in project preparation discussions with the Bank and the Government to build upon previous engagement and provide opportunity for input into the</li> </ol>

	process.
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### III. STAKEHOLDER IDENTIFICATION AND ANALYSIS

Stakeholder Category	Expected or Potential Project Impact / Interest	Characteristics
<b>Potential Beneficiaries</b>		
<b>Poor and indigent:</b>	<p>Risks: Potential of exclusion due to inefficiencies in the outreach strategies.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Greater efficiency of the system (insert footnote access to information, processing time, addressing grievances, referrals etc.)</li> <li>• Better suite of services</li> <li>• A system that adequately addresses their needs</li> <li>• Graduation out of public assistance</li> <li>• Becoming self-reliant and empowered</li> <li>• Gainful employment</li> </ul>	<ul style="list-style-type: none"> <li>• It includes the poorest, female-headed households, female unemployed, youth unemployed, persons with disabilities, youth at risks, young girls, people expose and vulnerable to shocks and natural disasters</li> <li>• Unemployed/ low paying jobs, living below the poverty line, unable to sustain themselves</li> <li>• Short term/seasonal employment</li> <li>• Struggling to afford rent/ adequate housing, food, medical and utility expenses</li> <li>• 26.3% of total population</li> <li>• High interest, moderate influence</li> </ul>
<b>Welfare Officers</b>	<p>Risks: Employee burnout due to limited human resources in the Department</p> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Enhanced skills (soft skills, change management, improved case management)</li> <li>• Greater efficiency of the system (standardization, reduced errors of exclusion and inclusion)</li> <li>• Introduction to new technology</li> <li>• Harmonization of services</li> <li>• Improved networking through the harmonization of services</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified social workers</li> <li>• Critical in the implementation of Component 2</li> <li>• All female</li> <li>• Knowledgeable about clients and communities they serve</li> <li>• 10 or more years in the field</li> <li>• High interest, high influence</li> </ul>

	<ul style="list-style-type: none"> <li>• Empowerment of clients</li> </ul>	
<b>Department of Equity, Social Justice, Local Government and Empowerment</b>	<p>Benefits:</p> <ul style="list-style-type: none"> <li>• Training of welfare officers and social workers on key topics central to improved responsiveness</li> <li>• Development and population of social registry and management information system</li> <li>• Improvement of existing programmes to be more shock-responsive</li> <li>• Labour market needs assessment to inform the graduation strategy</li> <li>• Employability of beneficiaries</li> <li>• Effective and efficient graduation strategy</li> <li>• Strengthened monitoring and evaluation framework</li> <li>• Strengthen Public-Private partnerships</li> <li>• Improved legislative and administrative framework to support the social assistance programme</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing agency of Component 2 of the Project</li> <li>• Extensive experience in administering public assistance programmes</li> <li>• Competent staff</li> <li>• High influence, high interest</li> </ul>
<b>Students:</b>	<p>Risks:</p> <ul style="list-style-type: none"> <li>• Potential of exclusion due to inefficiencies in the outreach strategies</li> <li>• Stigma attached to accessing non-traditional educational training and support services</li> </ul> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Learning relevant skills to meet labour</li> </ul>	<ul style="list-style-type: none"> <li>• May belong to the poorest, female-headed households</li> <li>• Unemployed females, unemployed youth, persons with disabilities, youth at risks, young girls, people exposed and vulnerable to shocks and natural disasters</li> <li>• Individuals 12 years and older</li> <li>• Low skilled</li> <li>• May be poor and vulnerable</li> <li>• Aspiring entrepreneurs and job seekers</li> <li>• High interest, low influence</li> </ul>

	<p>market needs</p> <ul style="list-style-type: none"> <li>• Earning recognized qualifications</li> <li>• Suitable learning environment</li> <li>• Affordable education</li> <li>• Variety of offerings</li> <li>• Trained and qualified instructors</li> <li>• Gainful employment/avenues to create employment</li> </ul>	
<p><b>Public and Private learning institutions</b> <i>e.g. C.A.R.E., NSDC, SALCC, NELU, Special needs schools, Secondary Schools etc.</i></p>	<p>Risks:</p> <ul style="list-style-type: none"> <li>• Insufficient institutional capacity to offer (new) TVET courses/programmes</li> <li>• Low enrolment, uptake, and retention despite increased access</li> <li>• Low interest in pursuing higher level institutions (students)</li> </ul> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Revised syllabi and course offerings</li> <li>• Labour market needs assessment to guide course offerings</li> <li>• Increased enrollment for TVET courses</li> <li>• Training for teachers and other school officials</li> <li>• Enhanced learning spaces/classrooms to meet industry standards</li> </ul>	<ul style="list-style-type: none"> <li>• High interest, high influence</li> <li>• Well-established institutions</li> <li>• Some knowledge of labour market needs</li> </ul>
<p><b>Department of Education</b></p>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Improved TVET offerings</li> <li>• Labour market needs assessment to guide course offerings and policy development</li> <li>• Reduced Gender gaps in TVET offerings</li> <li>• Fostering an enabling environment</li> <li>• Improved sector governance</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing agency of Component 1 of the Project</li> <li>• Lead agency for the project</li> <li>• Competent staff</li> <li>• High influence, High interest</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase in stock of assessors, verifiers, and auditors</li> <li>• Training of relevant personnel</li> <li>• Training for instructors and other school officials</li> <li>• Enhancing public-private partnerships</li> </ul>	
<b>TVET Council</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Strengthening of legislative and regulatory framework, and the enabling environment for TVET</li> <li>• Fully staffed TVET Council/Secretariat</li> <li>• Increase in stock of assessors, verifiers, and auditors</li> </ul>	<ul style="list-style-type: none"> <li>• Governing body for TVET</li> <li>• Responsible for implementation of TVET Policy</li> <li>• High influence, high interest</li> </ul>
<b>Government of Saint Lucia/ Policymakers</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Improved labour market relevance of skills</li> <li>• Improved targeting of social programs in Saint Lucia</li> <li>• Labour market needs assessment to guide policy development</li> <li>• Reduced unemployment</li> <li>• Economic growth and development</li> <li>• Increased self-reliance and empowerment of population</li> <li>• Ensure alignment with national priorities</li> <li>• Poverty reduction</li> <li>• Strengthened Public-Private partnerships</li> <li>• Resilient population, especially the most vulnerable to shocks</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for resource allocation</li> <li>• Guide the direction of the country/set national priorities</li> <li>• High influence, high interest</li> </ul>
<b>Private Sector</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Skilled workforce with desirable soft skills</li> </ul>	<ul style="list-style-type: none"> <li>• Employers</li> <li>• High influence, high interest</li> </ul>

	<ul style="list-style-type: none"> <li>• Participating in the Labour market needs assessment</li> <li>• Strengthened Public-Private Partnerships</li> </ul>	
<b>Consultants</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Consultancy services required for project implementation</li> <li>• Added reputability associated with working on such a project</li> </ul>	<ul style="list-style-type: none"> <li>• May include local and international consultants</li> <li>• Access to contracts depends on capacity and available resources, and record of experience in required field</li> <li>• Experts in their field; familiarity with projects of this magnitude</li> <li>• High influence, high interest</li> </ul>
<b>Interested Parties</b>		
<b>The World Bank</b>	<ul style="list-style-type: none"> <li>• Proper management of the project and project funds</li> <li>• Project objectives are met (intended beneficiaries actually benefit)</li> <li>• Alignment with national priorities</li> </ul>	<ul style="list-style-type: none"> <li>• High influence, High interest</li> <li>• Project donor (US \$20.0 million)</li> <li>• Dedicated team for project oversight</li> </ul>
<b>Department of Economic Development</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Alignment with National Development Priorities, Medium Term Development Plan and Sustainable Development Goals</li> <li>• Improved Economic growth and Development</li> <li>• Project objectives are met</li> <li>• Proper management of the project and project funds</li> </ul>	<ul style="list-style-type: none"> <li>• High influence, high interest</li> <li>• Donor coordination/Development corporation mandate</li> <li>• Competent staff</li> <li>• Implementation support to agencies</li> <li>• Monitoring of the project</li> </ul>
<b>Department of Finance</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Management of funds (disbursements, allocations, spending requests)</li> <li>• Alignment with national priorities</li> </ul>	<ul style="list-style-type: none"> <li>• High influence, high interest</li> <li>• Responsible for country's debt management</li> <li>• Responsible for the management of Government's accounts and finances</li> </ul>
<b>Central Statistical Office</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Conducting labour market needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Primary national data collector</li> <li>• Moderate influence, moderate interest</li> </ul>
<b>Parents</b>	<p>Risks:</p> <p>Potential of exclusion due to inefficiencies in</p>	<ul style="list-style-type: none"> <li>• May include the poorest, female-headed households, female unemployed, youth unemployed, persons with disabilities, youth at risks, young girls, people expose and vulnerable to shocks and natural disasters</li> </ul>

	<p>the outreach strategies.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Improved employment and education opportunities for their families</li> <li>• Accessibility of training and other public assistance programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, moderate interest</li> <li>• Possible public assistance beneficiaries</li> </ul>
<p><b>Civil Society Organizations (Council of and for Persons with Disabilities, St. Lucia Blind Welfare Association etc.)</b></p>	<p>Risks:</p> <p>Potential of exclusion due to inefficiencies in the outreach strategies.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Needs of persons with disabilities are adequately addressed as part of social protection</li> <li>• Equal opportunities and proper considerations given to vulnerable groups</li> <li>• Employment and training opportunities that accommodate persons with disabilities</li> <li>• Involvement in the consultative processes</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, high interest</li> <li>• Advocates for the inclusion of the poor and vulnerable in the social and economic development of the country</li> </ul>
<p><b>Private Sector Associations (SLHTA, St. Lucia Manufacturers Association, Chamber of Commerce, Coalition of Services etc.)</b></p>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Participation in the labour market needs assessment</li> <li>• Skilled workforce</li> <li>• Involvement in the consultative processes</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, moderate interest</li> <li>• Represent private sector employers' interests</li> </ul>
<p><b>(Proposed) Social Protection Network (NEMO, Red Cross, Department of Health, Department of Education, Department of Home Affairs-</b></p>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Harmonization of social protections services to avoid duplication</li> <li>• Reducing inclusion and exclusion errors</li> </ul>	<ul style="list-style-type: none"> <li>• Social services providers (health care, post disaster relief, domestic violence intervention, school feeding program, school bus subsidy, court diversion, protection orders etc.)</li> <li>• High Influence, High interest</li> </ul>

<b>Probations, RSLPF- Vulnerable Persons Team, Women's Support Centre, Family Court)</b>	<ul style="list-style-type: none"> <li>• Improved networking</li> <li>• Shock responsive social protection</li> </ul>	
<b>Department of Labour</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Labour market needs assessment for guiding policy development and labour strategies</li> <li>• Reduced unemployment</li> <li>• Representation on Social Protection Network</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, high interest</li> <li>• Currently developing the Labour Management Information System (LMIS) with assistance from International Labour Organization (ILO)</li> </ul>
<b>Division of Gender Relations</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Reduced gender gaps in TVET</li> <li>• Reduced gender gaps in employment</li> <li>• Gender-sensitivity in the design of social protection programs and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, moderate interest</li> <li>• Country's gender bureau</li> <li>• Responsible for highlighting gender issues and making recommendations for addressing those issues</li> </ul>
<b>Caribbean Development Bank and Development Partners</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Alignment with Medium Term Development Strategy, Country Development Strategy and National Priorities</li> <li>• Future entry points for country assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, high interest</li> </ul>
<b>National Youth Council and other Youth Groups</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Employment and training for youth</li> <li>• Inclusion in the consultative process</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, high interest</li> <li>• Youth advocates</li> </ul>
<b>General Public / General Saint Lucian Populace</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• National Priorities</li> <li>• Employment and training opportunities</li> <li>• Government spending</li> </ul>	<ul style="list-style-type: none"> <li>• Approx. 175,000</li> <li>• Low influence, moderate interest</li> </ul>
<b>Joint SDG Fund</b>	<p>Potential Benefits:</p> <ul style="list-style-type: none"> <li>• Alignment with Medium Term Development Strategy, Country</li> </ul>	<ul style="list-style-type: none"> <li>• UN Group</li> <li>• Selected Saint Lucia as one of two pilot countries for a joint programme: 'Universal adaptive social protection modeled at the community, national and sub-regional levels to enhance resilience and</li> </ul>

	Development Strategy and National Priorities • Future entry points for country assistance	accelerate SDGs in the Eastern Caribbean'
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Table 1

#### IV. STAKEHOLDER ENGAGEMENT PROGRAM

Meaningful Stakeholder Engagement is critical to the success of the project. Involving stakeholders helps to<sup>8</sup>:

- Capture the views and perceptions of people who may be affected or have an interest in the project, and provides a means to take their views into account as inputs to improved project design and implementation, thereby avoiding or reducing adverse impacts, and enhancing benefits;
- Provide an important source of validation and verification of data obtained elsewhere, and improves the quality of environmental and social impact assessments;
- Enable people to understand their rights and responsibilities in relation to a project;
- Enhance trust, project acceptance, and local ownership through greater transparency and involvement of stakeholders, which are key to project sustainability and development outcomes; and
- It is essential to the credibility and legitimacy of implementing agencies and of International Finance Institutions, in this case, The World Bank

The stakeholder engagement program is designed to keep stakeholders adequately informed and involved in key decisions where necessary. The program will be developed in more detail (number of meetings, appropriate method of engagement, time, location, project phase) and updated throughout the project cycle.

The following table captures:

- Proposed engagement methods or events,
- Some anticipated and expressed concerns and recommendations of various stakeholder groups,
- How these will be or have been taken into consideration and incorporated into project design,
- The types of possible feedback to stakeholders and
- How the stakeholder will be engaged during the implementation of the project

Stakeholder Category	Expected or Potential Project Impact / Interest	Characteristics	Engagement plan/Events	Concerns and recommendations from group	Concerns recommendations <sup>9</sup> /	Type of feedback to the party from the executor of the SEP	Proposed engagement of the party during the project implementation
<b>Potential Beneficiaries</b>							
<b>Poor and indigent</b>	<ul style="list-style-type: none"> <li>• Greater efficiency of the system</li> <li>• Better suite of services</li> <li>• A system that</li> </ul>	<ul style="list-style-type: none"> <li>• Unemployed/ “minimum wage” jobs, living below the poverty line, unable to sustain themselves</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one consultations with case workers</li> <li>• Focus group</li> </ul>	<ul style="list-style-type: none"> <li>• Ineligibility based on SL-NET 3.0</li> <li>• Types of benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Communications strategy that informs a public awareness campaign about the SL-NET 3.0</li> </ul>	<ul style="list-style-type: none"> <li>• Grievance redress updates</li> <li>• Communicate information in a user-friendly manner, taking</li> </ul>	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• One on one consultations</li> <li>• Social Media</li> <li>• Public Service</li> </ul>

<sup>8</sup> Adapted from Inter-American Development Bank 2017. *IDB Series on Environmental and Social Risk and Opportunity: Meaningful Stakeholder Consultation*

<sup>9</sup> Concerns and recommendations reflected in the project design or project implementations regarding the affectation of the party

	<p>adequately addresses their needs</p> <ul style="list-style-type: none"> <li>• Graduation out of public assistance</li> <li>• Becoming self-reliant</li> </ul>	<ul style="list-style-type: none"> <li>• Struggling to afford rent/adequate housing, food and utility expenses</li> <li>• 26.3% of total population</li> <li>• High interest, moderate influence</li> </ul>	<p>sessions</p> <ul style="list-style-type: none"> <li>• Town hall/public meetings</li> <li>• Print media</li> <li>• Radio and Television announcements /Public Service Announcements</li> <li>• Web pages</li> <li>• Social media</li> <li>• Grievance Redress/feedback mechanism</li> </ul>	<p>packages (financial and other services)</p> <ul style="list-style-type: none"> <li>• Confidentiality of information</li> <li>• Wait time for addressing grievances</li> <li>• No evidence of feedback and or recommendations being considered or incorporated into the project</li> </ul>	<ul style="list-style-type: none"> <li>• Phased approach for ineligible persons to get them off public assistance</li> <li>• Public relations campaign articulating the proper procedures and protocols on confidentiality</li> <li>• Set timeline for responding to grievances</li> </ul>	<p>into consideration all education levels and information processing styles (audio, video, print etc.)</p>	<p>Announcement</p>
<p><b>Welfare Officers</b></p>	<ul style="list-style-type: none"> <li>• Enhanced skills (soft skills, change management, improved case management)</li> <li>• Greater efficiency of the system (standardization, reduced errors of exclusion and inclusion)</li> <li>• Introduction to new technology</li> <li>• Harmonization of services</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified social workers</li> <li>• Critical in the the implementation of Component 2</li> <li>• All female</li> <li>• Knowledgeable about clients and communities they serve</li> <li>• 10 or more years in the field</li> <li>• High interest, high influence</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Formal letters</li> <li>• Direct phone calls</li> <li>• Instant messaging (WhatsApp Groups)</li> <li>• Grievance redress mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• The ability of the SL-NET 3.0 to effectively reduce errors of inclusion and exclusion</li> <li>• Use of technology instead paper-based screening of clients</li> <li>• Concerns about workload with limited staffing (4 officers</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot testing with existing clients to determine the validity and reliability of the SL-NET 3.0</li> <li>• Provision of tablets and requisite training of officers to facilitate the screening of clients</li> <li>• Document has been prepared for restructuring</li> </ul>	<ul style="list-style-type: none"> <li>• Key project milestones</li> <li>• Grievance redress updates</li> <li>• Results of evaluation based on set targets to determine the efficiency of the new computer-based system and officers' output</li> <li>• Reports generated by</li> </ul>	<p>Similar to 'Engagement Plans/Events'</p>

	<ul style="list-style-type: none"> <li>• Improved networking through the harmonization of services</li> <li>• Empowerment of clients</li> </ul>			<p>serving the island)</p> <ul style="list-style-type: none"> <li>• Recommendation for training in change management as part of the project implementation process across the Ministry of Equity, Social Justice, Local Government, Empowerment</li> <li>• Recommendation to harmonize PAP, Koudmain Ste. Lucie and Child Disability Grant (provided by the Ministry of Equity) with a strong referral system for other essential services (Education, Health, Post-Disaster Assistance-NEMO etc.)</li> <li>• The importance of synergy with</li> </ul>	<p>of the Welfare Unit to include additional welfare officers. (GOSL Counterpart funding)</p> <ul style="list-style-type: none"> <li>• Training in change management included as part of project activities under sub component 2</li> <li>• Harmonization of services identified as a DLI under sub-component 2 of the project</li> <li>• Re-activation of Social Protection Network</li> <li>• Active Labour Market Programmes will form part of the graduation strategy which will be designed under the project</li> </ul>	<p>the SL-NET 3.0</p> <ul style="list-style-type: none"> <li>• Results of the Labour Market Needs Assessments</li> <li>• Information from the Labour Management Information System (LMIS)</li> </ul>	
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				the labour department for client empowerment			
<b>Department of Equity, Justice, Social Local Government and Empowerment</b>	<ul style="list-style-type: none"> <li>• Training of welfare officers and social workers on key topics central to improved responsiveness</li> <li>• Development and population of social registry and management information system</li> <li>• Improvement of existing programmes to be more shock-responsive</li> <li>• Labour market needs assessment</li> <li>• Employability of beneficiaries</li> <li>• Effective and efficient graduation strategy</li> <li>• Monitoring and evaluation framework</li> <li>• Public-Private</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing agency of Component 2 of the Project</li> <li>• High influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Departments Meetings</li> <li>• General Staff Meetings</li> <li>• Memos</li> <li>• Presentations on key project activities</li> <li>• Bank Missions</li> </ul>	<ul style="list-style-type: none"> <li>• Departments operating in silos</li> <li>• Recommendation for a whole-of-ministry approach to project implementation</li> <li>• Recommendation for training in change management as part of the project implementation process across the Ministry of Equity, Social Justice, Local Government, Empowerment</li> <li>• Project to be part of Department's lasting legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of information note summarizing the various components of the project to be shared with Department Heads and Ministry staff</li> <li>• Training in change management included as part of project activities under sub component 2</li> <li>• Shock responsiveness incorporated into review of policy, legislation and harmonization of programmes</li> <li>• Adopt a whole-of-ministry approach to project implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Contact information department focal point for the project</li> <li>• Key project milestones</li> <li>• Reports</li> </ul>	Similar to 'Engagement Plans/Events'

	partnerships			<ul style="list-style-type: none"> <li>• Social protection system must be shock responsive and adaptive, and inclusive (all vulnerable groups)</li> </ul>	endorsed by the Permanent Secretary		
<b>Students</b>	<ul style="list-style-type: none"> <li>• Learning relevant skills for labour market needs</li> <li>• Earning recognized qualifications</li> <li>• Suitable learning environment</li> <li>• Affordable education</li> <li>• Variety of offerings</li> <li>• Trained and qualified instructors</li> </ul>	<ul style="list-style-type: none"> <li>• 15 years and older</li> <li>• Aspiring entrepreneurs and job seekers</li> <li>• High interest, moderate influence</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group sessions</li> <li>• Town hall/public meetings</li> <li>• Print media</li> <li>• Radio and Television announcements/PSAs</li> <li>• Web pages</li> <li>• Social media</li> </ul>	<ul style="list-style-type: none"> <li>• Job placements</li> <li>• Recognition of certificates and qualifications (locally and internationally)</li> <li>• Access to avenues for entrepreneurship (start up financing)</li> <li>• Access to training (time, location, financing etc.)</li> <li>• Meeting training criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions/ collaborations with private sector enterprises.</li> <li>• Offer career guidance/counseling</li> <li>• Use of accredited institutions</li> <li>• Provision of institutional oversight by TVET Council</li> <li>• Provision of stipend</li> <li>• Location of training institutions throughout the island</li> <li>• Public relations campaign: training criteria, availability of</li> </ul>	<ul style="list-style-type: none"> <li>• Training criteria</li> <li>• Approval/ denial of applications for training</li> <li>• Labour market needs/availability of jobs</li> <li>• List of training institutions with contact information</li> <li>• List of institutions (financial and business development) with lending programs for entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>• Letters</li> <li>• Focus groups</li> <li>• Social media</li> <li>• Public awareness campaigns</li> </ul>

					training		
<b>Public and Private learning institutions</b>	<ul style="list-style-type: none"> <li>Revised syllabi and course offerings</li> <li>Labour market needs assessment</li> <li>Increased enrollment for TVET courses</li> <li>Training for teachers and other school officials</li> <li>Enhanced learning spaces/classrooms</li> </ul>	<ul style="list-style-type: none"> <li>High interest, high influence</li> <li>Well-established institutions</li> <li>Some knowledge of labour market needs</li> </ul>	<ul style="list-style-type: none"> <li>Workshops</li> <li>Strategic meetings</li> <li>Grievance redress mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Funding to upgrade the facilities</li> <li>Meeting student and employer expectations</li> <li>Teething issues with implementation of new programmes/subject offerings</li> <li>Public perception of institutions may affect enrollment</li> <li>Salary increases for trained</li> </ul>	<ul style="list-style-type: none"> <li>Counterpart funding from GOSL for upgrading in preparation for project implementation</li> <li>Share results of labour market needs assessment and outcomes stakeholder engagements with students</li> <li>Technical Assistance provided by the project</li> <li>Operations manual to</li> </ul>	<ul style="list-style-type: none"> <li>Grievance redress updates</li> <li>Result of certification audit by TVET Council</li> <li>Students assessment results</li> <li>Results of students' evaluation of institutions</li> <li>Student: job placement ratio</li> </ul>	Similar to 'Engagement Plans/Events'

				teachers	provide implementation guidance		
					<ul style="list-style-type: none"> <li>Public awareness campaign equally promoting all institutions as reputable</li> </ul>		
<b>Department of Education</b>	<ul style="list-style-type: none"> <li>Improved TVET offerings</li> <li>Labour market needs assessment</li> <li>Reduced Gender gaps in TVET offerings</li> <li>Enabling environment</li> <li>Improved sector governance</li> <li>Increase in stock of assessors, verifiers, and auditors</li> <li>Training of relevant personnel</li> <li>Training for instructors and other school officials</li> <li>Public-private partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Implementing agency of Component 1 and lead agency of the Project</li> <li>High influence, High interest</li> </ul>	<ul style="list-style-type: none"> <li>Meetings between PIU and ministry leadership</li> <li>Presentations to the Minister and Department Heads</li> <li>General staff meetings to introduce the project and update on project progress</li> <li>Grievance redress mechanism</li> <li>Bank Missions</li> </ul>	<ul style="list-style-type: none"> <li>Project remains on schedule</li> <li>Disbursement delays/allocations from Department of Finance</li> <li>Supervision of TVET consultant</li> <li>Efficiency of the PIU</li> <li>Reporting lines of the PIU</li> <li>Timely feedback from all partner agencies</li> <li>Ability of TVET Council to fulfill its mandate under this project</li> <li>Filling positions</li> </ul>	<ul style="list-style-type: none"> <li>Set realistic timelines and proper risk management</li> <li>Project deliverables aligned with budget cycle</li> <li>Set reporting deadlines</li> <li>Clear organizational structure and TORs for PIU staff</li> <li>GOSL counterpart funding for staffing and operations of TVET Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>Status reports from PIU and consultants</li> <li>Timely communication of GOSL Budget allocations for project components</li> <li>Review and comments of TORs for PIU staff from Project Advisory Committee</li> <li>Reports from Monitoring and Evaluation officer</li> </ul>	<ul style="list-style-type: none"> <li>Requests for input to/feedback on the Terms of Reference for the consultant/PIU staff</li> <li>Regular briefings for Minister with updates on project issues of concern.</li> <li>Direct distribution of project documents and reports.</li> </ul>

				<ul style="list-style-type: none"> <li>of PIU/ Low number of applications</li> <li>• Efficiency of the Project Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Early and widespread (local, regional and international) advertisements</li> </ul>		
<b>TVET Council</b>	<ul style="list-style-type: none"> <li>• Strengthening of legislative and regulatory framework, and the enabling environment for TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Governing body for TVET</li> <li>• Responsible for implementation of TVET Policy</li> <li>• High influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings</li> <li>• Reports</li> <li>• Emails</li> <li>• Formal letters</li> <li>• Grievance redress mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate funding for staffing and operations</li> <li>• Implementation of the TVET Policy</li> <li>• Capacity for monitoring and evaluation</li> <li>• Operations would be dominated by project objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for TVET Council operations is a DLR</li> <li>• Development of Implementation Plan/strategy is a DLR</li> <li>• Training to increase stock of assessors and verifiers forms part of the project</li> <li>• Alignment of project goals with national priorities/objectives and Council mandate</li> </ul>	<ul style="list-style-type: none"> <li>• Grievance updates</li> <li>• Disbursement Schedule</li> <li>• Recommendations from GOSL Audit report</li> </ul>	Similar to 'Engagement Plans/Events'

<p><b>Government of Saint Lucia/ Policymakers</b></p>	<ul style="list-style-type: none"> <li>• Improved labour market relevance of skills and targeting of social programs in Saint Lucia</li> <li>• Labour market needs assessment</li> <li>• Active labour market policies</li> <li>• Reduced unemployment</li> <li>• Economic growth and development</li> <li>• Increased self-reliance of population</li> <li>• Poverty reduction</li> <li>• Public-Private partnerships</li> <li>• Resilient population, especially the most vulnerable to shocks</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for resource allocation</li> <li>• Guide the direction of the country/set national priorities</li> <li>• Parliamentary representatives</li> <li>• Comprise of Ruling and Opposition parties</li> <li>• High influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations to Cabinet and Parliament</li> <li>• Cabinet Memos</li> <li>• One-on-one meetings with Ministers and senior government officials.</li> </ul>	<ul style="list-style-type: none"> <li>• Prime Minister is adamant that the project should be a success.</li> <li>• Concerns that the engagement process within government has not been transparent or inclusive</li> <li>• Concerns about the interests of and impacts on sectoral stakeholders and how to engage with sectoral stakeholders.</li> <li>• Ministries may be able/required to contribute technical assistance or other resources to support project implementation.</li> <li>• Concerns about meeting students' expectations regarding employment and economic opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant government ministries/departments will be engaged to provide input into the project design and implementation process.</li> <li>• Mechanisms (e.g. Quarterly reports, validation meetings etc.) to be established to keep key government stakeholders informed about project progress.</li> <li>• Relevant project documents, should be disseminated to key Ministries.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted dissemination of project reports/information to cabinet and parliament</li> <li>• Regular reports to the Cabinet of Ministers.</li> <li>• Requests for input from relevant agencies on project designs, action plans and management systems.</li> <li>• Memoranda of Understanding with government agencies re technical assistance, provision of services, and other implementation support.</li> </ul>	<ul style="list-style-type: none"> <li>• Briefings for Ministers with updates on project issues of concern.</li> <li>• Involvement of relevant Ministries/Departments in environmental/social monitoring during implementation</li> </ul>
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<b>Private Sector</b>	<ul style="list-style-type: none"> <li>• Skilled workforce with desirable soft skills</li> <li>• Participating in the Labour market needs assessment</li> <li>• Strengthened Public-Private Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Employers</li> <li>• High influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Labour market needs assessment</li> <li>• Formal letters</li> <li>• Grievance mechanism</li> <li>• TVET Program design and PAP graduation strategy consultations</li> <li>• Invitation to partner with the Social Protection Network</li> </ul>	<ul style="list-style-type: none"> <li>• TVET programmes has no focus on building soft skills</li> <li>• Recommendation for teaching soft skills to PAP clients as part of the graduation strategy</li> <li>• Outdated teaching in skills training programs</li> <li>• Overwhelming requests for job placements</li> <li>• Incentives for collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Updating TVET training to include skills training</li> <li>• Technical Assistance under Component 1 to guide the upgrade of TVET Programmes to meet current and future market needs</li> <li>• Job placements sought after consulting the Labour Management Information System (LMIS)</li> <li>• Work-Readiness training to form part of PAP graduation strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Results of the labour market needs assessment</li> <li>• MOUs regarding contributions to public assistance services</li> <li>• Grievance mechanism updates</li> </ul>	Similar to 'Engagement Plans/Events'
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<b>Consultants</b>	<ul style="list-style-type: none"> <li>• Consultancy services required for project implementation</li> <li>• Added reputability associated with working on such a project</li> </ul>	<ul style="list-style-type: none"> <li>• May include local and international consultants</li> <li>• Access to contracts depends on capacity and available resources, and record of experience in required field</li> <li>• Experts in their field; familiarity with projects of this magnitude</li> <li>• Moderate influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>• Request for Expressions of Interest</li> <li>• Discussions with firms regarding Terms of Reference with emphasis on social and environmental considerations</li> <li>• Invitations to bid (following REOI shortlisting)</li> <li>• Bank Missions</li> </ul>	<ul style="list-style-type: none"> <li>• Equal bidding opportunities</li> <li>• Transparent bidding process</li> <li>• Realistic timelines</li> <li>• Deliverable/Disbursement Schedule</li> <li>• Timely feedback on reports from client (especially when approval is needed for disbursement of funds)</li> <li>• Recommendation for project focal point/liaison between the client and consultant</li> <li>• Clear and enforced chain of command</li> <li>• Clearly defined scope of work</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable deadline for submissions of Expressions of Interest once advertised</li> <li>• Clear Terms of Reference</li> <li>• Set timeline for responding to REOI or Bid</li> <li>• Set evaluation criteria for REOIs</li> <li>• Set timeline for providing feedback on reports</li> <li>• Clear reporting structure (who reports to whom)</li> <li>• Realistic deliverable deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance/rejection of proposal/bid where needed</li> <li>• TOR clarification where needed</li> <li>• Comments on reports</li> <li>• Acceptance/rejection of reports</li> <li>• Scope changes</li> <li>• Disbursement schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Project management meetings</li> <li>• Calls</li> <li>• Emails</li> <li>• Status update reports</li> <li>• Ad hoc meetings as issues arise</li> </ul>
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Stakeholder Category	Expected Potential Impact / Interest or Project	Characteristics	Engagement plan/Events	Concerns and recommendations from group	Concerns and recommendations* /	Type of feedback to the party from the executor of the SEP	Proposed engagement of the party during the project implementation
<b>Interested Parties</b>							
<b>Department of Economic Development</b>	<ul style="list-style-type: none"> <li>Alignment with National Development Priorities, Medium Term Development Plan and Sustainable Development Goals</li> <li>Improved Economic growth and Development</li> <li>Project objectives are met</li> <li>Proper management of the project and project funds</li> </ul>	<ul style="list-style-type: none"> <li>High influence, high interest</li> <li>Donor coordination/Development corporation mandate</li> <li>Competent staff</li> <li>Implementation support to agencies</li> <li>Monitoring of the project</li> </ul>	<ul style="list-style-type: none"> <li>Project management meetings</li> <li>Grievance Committee meetings</li> <li>Preparation of Project Documents in collaboration with implementing agencies</li> <li>Bank Missions</li> <li>Formal letters</li> <li>Emails</li> </ul>	<ul style="list-style-type: none"> <li>Timeliness of deliverables</li> <li>Low implementation rate</li> <li>Project activities being over-budget</li> </ul>	<ul style="list-style-type: none"> <li>Set realistic deadlines for deliverables</li> <li>Regular project updates to identify bottlenecks</li> <li>Receipt and review of multiple quotations/proposals for project activities to select the best options at the most suitable cost</li> </ul>	<ul style="list-style-type: none"> <li>Key project milestones</li> <li>Scope changes</li> <li>Project “Health Card”</li> </ul>	<ul style="list-style-type: none"> <li>Project management meetings</li> <li>Project reports</li> <li>Grievance updates</li> </ul>
<b>Department of Finance</b>	<ul style="list-style-type: none"> <li>Management of funds (disbursements, allocations, spending requests)</li> <li>Alignment with national priorities</li> </ul>	<ul style="list-style-type: none"> <li>High influence, high interest</li> <li>Responsible for country’s debt management</li> <li>Responsible for the management of Government’s</li> </ul>	<ul style="list-style-type: none"> <li>Bank Missions</li> <li>Formal letters</li> <li>Emails</li> <li>Financial management meetings</li> </ul>	<ul style="list-style-type: none"> <li>Late budget submissions</li> <li>Transparent consultant selection process</li> <li>Funding requests outside of budget</li> </ul>	<ul style="list-style-type: none"> <li>Project deliverables aligned with budget cycle</li> <li>Set evaluation criteria for REOs</li> </ul>	<ul style="list-style-type: none"> <li>Key Project milestones</li> <li>Project “Health Card”</li> </ul>	Similar to ‘Engagement Plans/Events’

\* Concerns and recommendations reflected in the project design or project implementations regarding the affectation of the party

		accounts and finances		submissions			
<b>Central Statistical Office</b>	<ul style="list-style-type: none"> <li>Conducting labour market needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>Primary national data collector</li> <li>Moderate influence, moderate interest</li> </ul>	<ul style="list-style-type: none"> <li>Bank Missions</li> <li>Strategic meetings to redesign the labour market needs assessment instrument</li> <li>Formal letters</li> <li>Emails</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient time to redesign the existing instrument to assess skills availability and conduct the redesigned labour market needs assessment given department's current workload for 2020</li> <li>Availability of funds to conduct the labour market needs assessment</li> <li>The need to train new crop of enumerators</li> </ul>	<ul style="list-style-type: none"> <li>Funding identified and allocated for the Labour Market Needs Assessment</li> <li>Use the existing instrument for the first year of the project and redesign for 2021</li> </ul>	Schedule of project activities/work breakdown structure to guide the timeline for redesign of instrument	Similar to 'Engagement Plans/Events'
<b>Parents</b>	<ul style="list-style-type: none"> <li>Improved employment and education opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, moderate interest</li> <li>Possible public</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one consultations with case workers face-</li> </ul>	<ul style="list-style-type: none"> <li>Job placements for their children and</li> </ul>	<ul style="list-style-type: none"> <li>Discussions/ collaborations with private sector enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>Labour market needs/availability of jobs</li> <li>List of training</li> </ul>	Similar to 'Engagement Plans/Events'

	<p>their families</p> <ul style="list-style-type: none"> <li>• Accessibility of training and other public assistance programmes</li> </ul>	<p>assistance beneficiaries</p>	<p>to- face or via telephone</p> <ul style="list-style-type: none"> <li>• Focus group sessions</li> <li>• Town hall/public meetings</li> <li>• Print media</li> <li>• Radio and Television announcements/PSAs</li> <li>• Web pages</li> <li>• Social media</li> <li>• Grievance Redress/ feedback mechanism</li> </ul>	<p>themselves as PAP beneficiaries</p> <ul style="list-style-type: none"> <li>• Recognition of certificates and qualifications (locally and internationally )</li> <li>• Access to training for themselves and their children (time, location, financing etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Offer career guidance/counselling to their children and them in the case of PAP beneficiaries</li> <li>• Location of training institutions throughout the island</li> <li>• Use of accredited institutions</li> </ul>	<p>institutions with contact information</p>	
<p><b>Civil Society Organizations (Council of and for Persons with Disabilities, St. Lucia Blind Welfare Association etc.)</b></p>	<ul style="list-style-type: none"> <li>• Needs of persons with disabilities are adequately addressed as part of social protection</li> <li>• Equal opportunities and proper considerations given to vulnerable groups</li> <li>• Employment and training opportunities that accommodate persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate influence, high interest</li> <li>• Advocates for the inclusion of the poor and vulnerable in the social and economic development of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• One- on- one consultations</li> <li>• Multi-lingual and multimedia PSA's and skits</li> <li>• Social Protection Network meetings</li> <li>• Grievance redress mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusion from the consultative process</li> <li>• Lack of consideration for the vulnerable groups in project design and implementation</li> <li>• Accessibility for persons with</li> </ul>	<ul style="list-style-type: none"> <li>• Use of sign language in interpreter and clear audio system during consultations</li> <li>• Development of user-friendly information, taking into consideration all education levels and information processing styles (audio,</li> </ul>	<ul style="list-style-type: none"> <li>• Grievance mechanism updates</li> <li>• Relevant project updates</li> <li>• Key project milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to 'Engagement Plans/Events'</li> <li>• Request to review PSA's and skits to insure inclusivity and sensitivity</li> </ul>

	<ul style="list-style-type: none"> <li>• Involvement in the consultative processes</li> </ul>			<ul style="list-style-type: none"> <li>• disabilities at various training institutions (TVET)</li> <li>• Limited modes of communication for the various needs of the vulnerable and persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• video, print etc.)</li> <li>• Assessment of facilities to make recommendations to the Department of Education regarding accessibility of training</li> <li>• Deliberate inclusion as part of the Stakeholder Engagement Plan</li> </ul>		
<p><b>(Proposed) Social Protection Network (NEMO, Department of Health, Department of Education, Department of Home Affairs- RSLPF-Vulnerable Persons Team)</b></p>	<ul style="list-style-type: none"> <li>• Harmonization of social protections services to avoid duplication</li> <li>• Reducing inclusion and exclusion errors</li> <li>• Improved networking</li> <li>• Shock responsive social protection</li> </ul>	<ul style="list-style-type: none"> <li>• Social services providers (health care, post disaster relief, domestic violence intervention, school feeding program, school bus subsidy, court diversion, protection orders etc.)</li> <li>• High Influence, High interest</li> </ul>	<ul style="list-style-type: none"> <li>• Social Protection Network meetings</li> <li>• Formal Letters</li> <li>• Development of MOUs</li> <li>• Designing referral systems</li> <li>• Design of graduation strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Duplication of efforts</li> <li>• Weak referral system</li> <li>• Absence of cordial relationships/networking</li> <li>• Policies and strategies not shock responsive</li> <li>• Effects of harmonization</li> </ul>	<ul style="list-style-type: none"> <li>• Training in change management across the network included as part of project activities under sub component 2</li> <li>• Harmonization of services and strengthening of referral systems are</li> </ul>	<ul style="list-style-type: none"> <li>• Key project milestones</li> <li>• Draft policies, strategies and referral protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Social Protection Network Meetings to discuss referral systems, graduation strategy etc.</li> </ul>

				on department budgets	part of the project under Component 2		
					<ul style="list-style-type: none"> <li>Shock responsiveness incorporated into review of policy, legislation and harmonization of programmes</li> </ul>		
<b>Private Sector Associations (SLHTA, St. Lucia Manufacturers Association, Chamber of Commerce, Coalition of Services)</b>	<ul style="list-style-type: none"> <li>Participation in the labour market needs assessment</li> <li>Skilled workforce</li> <li>Involvement in the consultative processes</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, moderate interest</li> <li>Represent private sector employers' interests</li> </ul>	See Beneficiary Group 'Private Sector'				
<b>Department of Labour</b>	<ul style="list-style-type: none"> <li>Labour market needs assessment for guiding policy development and labour strategies</li> <li>Reduced unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, high interest</li> <li>Currently developing the Labour Management Information System (LMIS) with assistance from International Labour Organization</li> </ul>	<ul style="list-style-type: none"> <li>Bank Missions</li> <li>Social Protection Network Meetings</li> <li>Design of Active Labour Market Programmes</li> <li>Design of graduation strategy for PAP beneficiaries</li> </ul>	Capacity limitations of the Department (staffing and social	<ul style="list-style-type: none"> <li>Sharing information for applying for the World Bank Social Protection and Jobs Core Courses</li> <li>Consultant to provide technical assistance for development of PAP graduation strategy</li> </ul>	<ul style="list-style-type: none"> <li>Key project milestones</li> <li>Link to World Bank Core Courses</li> </ul>	Similar to 'Engagement Plans/Events'

		(ILO)	<ul style="list-style-type: none"> <li>Formal letters</li> <li>Emails</li> </ul>				
<b>Division of Gender Relations</b>	<ul style="list-style-type: none"> <li>Reduced gender gaps in TVET</li> <li>Gender-sensitivity in the design of social protection programs and policies</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, moderate interest</li> <li>Country's gender bureau</li> <li>Responsible for highlighting gender issues and making recommendations for addressing those issues</li> <li>Currently implementing the Gender Mainstreaming Project funded by the Caribbean Development Bank (CDB)</li> </ul>	<ul style="list-style-type: none"> <li>Project Advisory Committee meeting</li> <li>Consultations with Department of Education, TVET council, Ministry of Equity and other key agencies</li> <li>Social Protection Network Meetings</li> <li>Grievance mechanism</li> <li>Design of Active labour market programmes</li> <li>Design of graduation strategy</li> <li>Social Protection Policy Review</li> </ul>	<ul style="list-style-type: none"> <li>Concern that policies and strategies are gender blind</li> <li>Capacity issues within the department to effectively contribute to initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Experience in gender assessment and mainstreaming will be required by policy review consultant</li> <li>TVET policy recently revised for gender sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Key project milestones</li> <li>Draft policies, strategies and referral protocols</li> </ul>	Similar to 'Engagement Plans/Events'
<b>Caribbean Development Bank and other Development Partners</b>	<ul style="list-style-type: none"> <li>Alignment with Medium Term Development Strategy, Country Development</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, high interest</li> </ul>	<ul style="list-style-type: none"> <li>Meetings with the Department of Finance, Department of Economic</li> </ul>	Recommendation to ensure project components are complementary and integrated to support	Clearly defined DLIs and DLRs that can be articulated in discussions regarding other initiatives so as	<ul style="list-style-type: none"> <li>Human Capital Resilient Project activities to guide their own interventions and</li> </ul>	Similar to 'Engagement Plans/Events'

	Strategy and National Priorities		Development, Social Protection Network, and PIU <ul style="list-style-type: none"> <li>Emails</li> </ul>	increased efficiency and effectiveness of the overall social protection system	to avoid duplication of efforts	or identify areas for complementary support to Social Safety Net Reform not covered <ul style="list-style-type: none"> <li>Key Project milestones</li> </ul>	
<b>National Youth Council and other Youth Groups</b>	<ul style="list-style-type: none"> <li>Employment and training for youth</li> <li>Poverty reduction</li> </ul>	<ul style="list-style-type: none"> <li>Moderate influence, high interest</li> <li>Youth advocates</li> </ul>	<ul style="list-style-type: none"> <li>Social Protection Network meetings</li> <li>Focus group sessions</li> <li>Town hall/public meetings</li> <li>Print media</li> <li>Radio and Television announcements/ PSAs</li> <li>Web pages</li> <li>Social media</li> </ul>	<ul style="list-style-type: none"> <li>Job placements</li> <li>Recognition of certificates and qualifications (locally and internationally)</li> <li>Access to avenues for entrepreneurship (start up financing)</li> <li>Access to training (time, location, financing etc.)</li> <li>Meeting training criteria</li> </ul>	<ul style="list-style-type: none"> <li>Discussions/ collaborations with private sector enterprises.</li> <li>Offer career guidance/counseling</li> <li>Use of accredited institutions</li> <li>Provision of institutional oversight by TVET Council</li> <li>Provision of stipend</li> <li>Location of training institutions throughout the island</li> <li>Public</li> </ul>	<ul style="list-style-type: none"> <li>Key project milestones</li> <li>Draft policies, strategies and referral protocols</li> </ul>	Similar to 'Engagement Plans/Events'

					relations campaign: training criteria, availability of training		
<b>General Public</b>	<ul style="list-style-type: none"> <li>National Priorities</li> <li>Employment and training opportunities</li> <li>Government spending</li> </ul>	<ul style="list-style-type: none"> <li>Approx. 175,000</li> <li>Low influence, moderate interest</li> </ul>	<ul style="list-style-type: none"> <li>Town hall/public meetings</li> <li>Print media</li> <li>Radio and Television announcements</li> <li>Web pages</li> <li>Social media</li> <li>Grievance mechanism</li> <li>Hotline/focal point</li> </ul>	<ul style="list-style-type: none"> <li>Access to relevant information</li> <li>How much is it costing tax payers?</li> <li>Will this really address the unemployment issue?</li> <li>PAP cash transfer is considered too little</li> <li>Concerns about mismanagement of PAP/nepotism in awarding public assistance</li> <li>No graduation strategy for PAP</li> </ul>	<ul style="list-style-type: none"> <li>Availability and accessibility of relevant information and documents (Locations, languages etc.)</li> <li>Inclusive plans (considerations for the poor and vulnerable)</li> <li>Harmonization of Services to adequately supplement cash transfers</li> <li>Development of PAP graduation strategy</li> <li>Use of the SL-NET 3.0 for targeting</li> <li>Grievance mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicate project objectives and financing mechanism</li> <li>Communicate information in a user-friendly manner, taking into consideration all education levels and information processing styles (audio, video, print etc.)</li> <li>Contact information for focal point</li> <li>Grievance mechanism updates</li> <li>Key project milestones</li> </ul>	<ul style="list-style-type: none"> <li>PSA's</li> <li>Newspaper articles</li> <li>Updated web and social media pages</li> <li>Focus groups where applicable</li> </ul>
<b>Joint SDG Fund</b>	<ul style="list-style-type: none"> <li>Alignment with Medium Term Development Strategy, Country Development</li> </ul>	<ul style="list-style-type: none"> <li>UN Group</li> <li>Selected Saint Lucia as one of two pilot countries for a</li> </ul>	<ul style="list-style-type: none"> <li>Meetings with the Joint SDG Fund team, Social Protection</li> </ul>	Recommendation to ensure project components are complementary and integrated to support	Clearly defined DLIs and DLRs that can be articulated in discussions regarding other initiatives so as	<ul style="list-style-type: none"> <li>Human Capital Resilient Project activities to guide their own interventions and</li> </ul>	Similar to 'Engagement Plans/Events'

	<p>Strategy and National Priorities</p> <ul style="list-style-type: none"> <li>• Future entry points for country assistance</li> </ul>	<p>joint programme: 'Universal adaptive social protection modeled at the community, national and sub-regional levels to enhance resilience and accelerate SDGs in the Eastern Caribbean'</p> <ul style="list-style-type: none"> <li>• High interest, Moderate influence</li> </ul>	<p>Network, and PIU</p> <ul style="list-style-type: none"> <li>• Emails</li> </ul>	<p>increased efficiency and effectiveness of the overall social protection system</p>	<p>to avoid duplication of efforts</p>	<p>or identify areas for complementary support to Social Safety Net Reform not covered</p> <ul style="list-style-type: none"> <li>• Key Project milestones</li> </ul>	
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## Timelines

Information on timelines for project phases, and key decisions are indicated in the table below.

**Table 3 Indicators for component 1 and 2 of the project, and for which stakeholders will be consulted, as pertinent.**

	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)	Year 5 (2024)
<b>DLI 1:</b> Strengthen and implement TVET enabling environment	DLR 1: Labor market needs assessment completed (\$0.5m)	DLR 2: TVET Policy approved by Cabinet and TVET Council resourced and staffed as per TVET Policy (\$0.5m)		DLR 3: System established and functional for periodic labor market needs assessments and beneficiary feedback (\$0.5m)	DLR 4: Resource Mobilization Strategy approved and at least one private-sector financing mechanism implemented (\$0.5m)
<b>DLI 2:</b> Strengthen TVET course offerings (scalable)	DLR 5: 40 TVET instructors complete immersion program with private sector (\$0.5m)	DLR 6: All secondary school and special school students able to access at least one CVQ linked to labor market needs (\$0.5m)	DLR 7: Eight (8) new CVQs at level 3-5 or equivalent TVET qualifications available in fields linked to labor market needs (\$1m)		
<b>DLI 3:</b> Increase provision of labor market-relevant skills (scalable)		DLR 8: 1,200 students complete enhanced TVET qualification <sup>10</sup> (\$1m)	DLR 9: 1,800 students complete enhanced TVET qualification (\$1m)	DLR 10: 2,400 students complete enhanced TVET qualification (\$1m)	DLR 11: 3,000 students complete enhanced TVET qualification (\$1m)
<b>DLI 4:</b> Improve policy and implementation framework for social protection <sup>11</sup>	DLR12: Revised (adaptive) Social Protection Policy approved by Cabinet and Graduation Strategy approved by Cabinet (\$0.5m)	DLR13: Updated PAP Operational Manual approved by Ministry of Equity (\$0.5m)	DLR 14: At least 15% of Households in Saint Lucia captured in Social Registry (\$1m, scalable)		DLR15: At least 25% of Households in Saint Lucia captured in Social Registry (\$1m, scalable)
<b>DLI 5:</b> Improve PAP targeting and coverage <sup>12</sup>	DLR16: Improved targeting methodology (SL-NET 3.0) approved by Cabinet (\$0.5m)	DLR17: At least 60% of PAP beneficiary households identified as eligible based on revised targeting tool (\$1m, scalable)	DLR18: Increased coverage to at least 3,000 PAP beneficiary households (\$1m, scalable)	DLR19: At least 85% of PAP beneficiary households identified as eligible based on revised targeting tool (\$1m, scalable)	DLR20: Increased coverage to at least 3,600 PAP beneficiary households (\$1m, scalable)

The SEP will be updated once details on timelines for key project decisions are available. Deadlines for comments on key decisions will also be included in the updated SEP.

## Review of Comments

Comments on decisions will be communicated either verbally or in writing to the respective focal points within the respective implementing agencies of the project components. They will be reviewed and stakeholders will be given feedback on how those comments were taken into account. This will be communicated to stakeholders within 5 business days.

## Future Phases of Project

The relevant stakeholders will be kept adequately informed of project developments and key decisions throughout the life cycle of the project. The grievance mechanism will be shared and publicized so that stakeholders are aware of the steps they can take to voice their concerns.

More details on the frequency of engagement and reporting will be included in the SEP when more detail regarding project activities becomes available.

<sup>10</sup> Cumulative since project effectiveness; baseline at effectiveness is 0. Includes technical qualification (e.g. CVQ, NVQ) and, if not already included in qualification, soft skills (including employability and entrepreneurship skills).

<sup>11</sup> Updated PAP Operational Manual will include at least the revised general and specific objectives; targeting mechanism for the program (e.g. SL-NET 3.0); type and level of benefits; emergency situations section (definitions, scalability procedures, criteria, etc.); referral protocols; GRM; among others. The establishment of the Social Registry means social registry developed and functional (i.e. tested functionalities and being used by the Ministry of Equity, in production server).

<sup>12</sup> The baseline is 2,396 PAP beneficiary households. The revised targeting tool (SL-NET 3.0) has not been applied to the PAP beneficiary households.

## V. RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTING STAKEHOLDER ACTIVITIES

### Resources and Budget:

As part of the Project Implementation Unit (PIU,) there will be a Social and Environmental specialist, who will coordinate with other specialists within the PIU and across, government agencies, to effectively implement and monitor the SEP and the LMP of this project. Other staff of the PIU are: Project Coordinator, Technical Coordinator, Monitoring & Evaluation Officer.

As described in the project description section, Stakeholder engagement is a paramount feature of all three project's components:

1. Component 1: Strengthening Technical and Vocational Education and Training (TVET) (Estimated \$8 million)
2. Component 2: Strengthening the Social Protection System (Estimated \$7.5 million)
3. Component 3: Technical Assistance and Project Management. (Estimated \$4.5 million)

The specific SEP's activities and corresponding budget will be included in the SEP following further consultation with the agencies. Tentative first estimates could be:

Item	Cost (US\$)
Staff Trips (an estimate of 50 trips)	15,000.00
Consultation processes (an estimate of 50 consultation activities)	
Catering	38,000
Transportation of participants	12,000
Meeting Venue	40,000
Contingency/Miscellaneous (e.g. markers, flip chart, paper etc.)	10,000
	100,000.00
Information Production and Dissemination e.g. Public Service Announcements (Radio and Television in Creole and English)	6,000
	600
Suggestion Box (x 8 districts)	2,000
Website development, Flyers and brochures	1,400
	10,000.00

### Management functions and responsibilities

The Project Appraisal Document (PAD), and in the section of social risks, reflects the need to strengthen its social communication processes, citizen engagement and beneficiary feedback mechanisms, to ensure inclusion and active participation of beneficiaries from vulnerable groups and to avoid any kind of discrimination and exclusion that might be present in the current system. The PAD also integrates the following intermediate results indicators:

- Percentage of Saint Lucian households with information included in the social registry.
- Number of grievances registered to the project that are addressed and communicated back to the concerned stakeholders
- Number of beneficiaries of Public Assistance Programme and TVET programmes (gender and age disaggregated)
- Number of stakeholder engagements facilitated (including number of participants)
- Number of stakeholder concerns/recommendations incorporated into project implementation
- Stakeholder Engagement Plan successful implemented.

The responsible person to manage the SEP will be the assigned, Environmental and Social Specialist, who will maintain close coordination with the Project Coordinator, Technical Coordinator and Monitoring & Evaluation Officer; and will document, tracked and manage stakeholder engagement related processes, and instruments.

Stakeholder engagement activities will be documented to reflect stakeholders' attendance, pertinent matters discussed, and issues raised, next steps and responsible parties. (refer to Appendix A). Engagement activities photographed where applicable, with consent from participants.

## VI. MONITORING AND REPORTING

### Involvement of Stakeholders in monitoring activities

The Monitoring and Evaluation Officer and Project Advisory Committee will monitor the impacts of the project and give feedback to implementing agencies on their approach to mitigating these impacts and their handling of grievances. The Project Advisory Committee will consist of relevant technical officers within Government, representative from ethics boards, representatives from NGOs and CSOs, and retired professionals. Members will be selected based on their areas of expertise and track-record of serving in a similar capacity. Details on the composition of this/these committee(s) will be included in the SEP once established.

### Reporting back to stakeholder groups

Using the appropriate means of communication for respective stakeholders, minutes and results of stakeholder activities will be circulated. This may take the form of follow-up meetings, church announcements, via community liaison/Social Transformation officers, e-mail, social media posts, notice published on the Government website, <https://govt.lc>. Stakeholders will also be reminded that should they have any issues or concerns regarding the project, they are encouraged to utilize the GRM of the project.

Once on board, the Social Specialist of the Project, He /She will be responsible for the implementation and monitoring of stakeholder engagement activities and compliance with this SEP.

### **The authority, people can contact if they have comments or questions about the project or the consultation process is:**

Dr. Claudia Louis  
Chief Planning Officer,  
Department of Education,  
4 floor, Francis Compton Building, Waterfront Castries,  
[Planner.educationslu@gmail.com](mailto:Planner.educationslu@gmail.com)  
Telephone +17587300117

Further details on time and place of reporting will be included in the SEP once decided.

## VII GRIEVANCE MECHANISM

Transparency, fairness and the avoidance of adverse project impacts are critical to the success of a project. Achieving these requires all actors to be fully conversant with all aspects of disciplinary processes, the grievance handling procedures and the legal requirements and rights involved. In implementing an effective dispute management system consideration must be given to the disputes resulting from the following:

- Disciplinary action
- Individual grievances
- Collective grievances and negotiation of collective grievances
- Gender-based violence, sexual exploitation and workplace sexual harassment

This Grievance Mechanism will form part of the public awareness campaign for this project. Beneficiaries will be informed of their rights related to this initiative and the requisite steps they would need to take to exercise those rights via this mechanism.

Grievances whether by project staff, consultants or other stakeholders (project beneficiaries and interested parties) will be addressed through the following steps:

1. A Grievance complaint can be submitted in writing or anonymously through suggestion boxes or via telephone to the Grievance Committee -The Project Manager and the Environmental and Social Specialist will collect the complaints and document them in a grievance register -See annex C
2. Investigation; If needed, a full investigation will be carried out by the Committee and all relevant evidence gathered. The findings will be sent to the aggrieved party in advance of the meeting. In cases of anonymity, since grievances would be made public, findings and solutions will be made available online and or communicated at stakeholder consultations.
3. The grievance matter will be addressed within a minimum of one (1) to fifteen (15) days depending on the nature of the matter reported.

4. Grievance Meeting; A grievance meeting will be arranged, and the aggrieved party will be invited in order for them to present their case. The aggrieved party will be reminded of their statutory right to be accompanied.
5. Decision; The aggrieved party will be informed in writing of the decision reached.
6. If the issue cannot be resolved by the Committee then the matter will be referred to the Department of Labour for their action and ruling.
7. Appeal; The aggrieved party will be notified of their right to appeal against the outcome of the grievance procedure. If either party is not satisfied with the ruling by either the Committee or the Department of Labour they may seek redress in the courts of the Country.
8. Documentation/records will be kept on all grievance matters including the outcomes and at every stage of the grievance process.

Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to the WB's Grievance Redress Service (GRS) [grievances@worldbank.org](mailto:grievances@worldbank.org). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. Information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), is available at <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>, and information on how to submit complaints to the World Bank Inspection Panel is available at [www.inspectionpanel.org](http://www.inspectionpanel.org).

N.B. Grievances under Component 2 can also be communicated via the Social Transformation Officers station in various districts around the island.

As part of the effort to promote the use of the GRM, a flyer with information about the GRM will be developed and will be distributed in all public activities and relevant public offices. The flyer GRM will contain among other information: What is a GRM? The Project GRM, how to file a Grievance, contact information and appeal.

The **person responsible for the monitoring of the GRM**, and reporting will be the Social Specialist of the Project. Contact information will become available, once he/she is hired and, likely once project is effective.

#### The GRM budget includes the following:

##### GRM Budget

Item	Cost (USD)
30% of the time of the Social and Environmental Specialist. As part of the implementation of <b>component 3: Technical Assistance and Project Management</b> .	13,000
10% of the time of other Project Staff (Project Coordinator, Technical Coordinator, Monitoring & Evaluation Officer) As part of the implementation of component 3: Technical Assistance and Project Management	12,000
Promotion of the GRM, as part of the implementation of Subcomponent 2.2 of the project: Improved implementation of flagship social programs	7,000
Miscellaneous (paper, reproduction and distribution of documents (USD 10,000.00). As part of the implementation of component 3: Technical Assistance and Project Management.	10,000

## **Appendix A**

### **Stakeholder Analysis, Engagement Plan and Documentation Form**

**Stakeholder Analysis, Engagement Plan, and Documentation Form**  
**Template for Individual Stakeholder Groups**  
*Use one form for each relevant stakeholder group / sub-group / individuals*

Form filled out by:	Date:
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Project description / details:

Stakeholder group / subgroup / individuals:

**A. Pre-consultation analysis and plan**

1. Expected or potential project impact (positive, negative, or both) on the group; group's role, interest or influence in relation to project outcomes:

2. Group characteristics (e.g. socio-economic status, cultural factors, location, organizational capacity, vulnerability or social exclusion, gender aspects, other). What degree of voice and influence (high / moderate / low) does the group traditionally have over decision-making?

3. Engagement plan (e.g. public meeting, workshop, focus group discussions, key informant interviews, other). Are targeted mechanisms needed for marginal / vulnerable groups?

4. How will project information be provided prior to consultation event(s), in appropriate language, locations, and formats? How much time will be provided to stakeholders to review and discuss information before consultation event(s)?

**B. Documentation of Consultation Events**

1. Date / location	2. Project staff in attendance
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3. Others in attendance (e.g. other government officials)

4. Stakeholders in attendance (numbers, characteristics); assessment of whether they are representative of the stakeholder group / category

5. Brief description of event (type of location, time of day, how it was organized, seating arrangements, use of interpreters, documentation through recordings, photography, etc.)

6. Key points of information conveyed by the project authorities

7. Key questions, concerns and recommendations expressed by the group(s) consulted

8. Agreements reached during event, if any, including follow-up steps.

**C. Post-Consultation Follow up**

1. How are stakeholder views / concerns expected to be, or have been, reflected in project design, implementation plans, and organizational structure? E.g., how have potential adverse impacts been avoided or reduced based on stakeholder inputs?

2. What feedback has been provided to stakeholders following the consultation event(s)? (E.g. minutes, summary of key issues, agreements reached, how recommendations have been or will be considered in project decision-making).

3. How have stakeholder been / will stakeholders be consulted on relevant studies and action plans (in case these are developed post-consultation event(s); e.g. through a second round of consultations as required for higher risk projects?) What are the outcomes of such follow up consultations (e.g. are plans being modified based on stakeholder inputs?)?

3a. What might be the outcomes of such follow up consultations (e.g. will plans being modified based on stakeholder inputs?)?

4. What is the proposed engagement process with the stakeholder group(s) during project implementation? If some project designs or details are to be finalized only during project implementation, how will stakeholders be consulted on them? What are the mechanisms for access to remedy through the project's Grievance Redress Mechanism? Are there provisions for involving stakeholders in adaptive management, for example through participatory monitoring?

#### **D. Post-Consultation Reflection**

1. Was this stakeholder group able to voice their concerns about adverse impacts?

1a. If yes, was the feedback provided by the stakeholder group be taken into account during the project design? How?

1b. If no, describe what could have been done differently to allow this group to voice their concerns.



# APPENDIX C

## Sample Grievance Reporting Form

<b>Human Capital Resilience Project Grievance/ Comment Reporting Form</b>			
Comment/ Grievance Reference number			
Name of Commenter/Aggrieved			
Address			
Mailing address			
Telephone			
Email Address			
Best Contact Method	<input type="checkbox"/> Mail	<input type="checkbox"/> Email	<input type="checkbox"/> Phone
Date			
Nature and Location of Comment/Grievance			
Received by			
Initial Response Details			
Sent by			
Date of Initial Response			
Resolved/Addressed by			
Resolution			
Signed (Project representative)		Date	

# APPENDIX D

## Sample Initial Response to Grievance

Dear (NAME):

The Ministry/Department of (Agency's Name) is writing to you regarding the grievance received (mm/dd/yyyy). We will begin/not be (delete as appropriate) investigating this grievance, as the Department feels that it may be/is not (delete as appropriate) responsible for the grievance.

[If the Department is going to investigate the case further, please give summary details of the next steps in the investigation].

The (Name of responsible officer/project focal point) will serve as the point of contact for this case, and will update you as necessary. In the meantime, please do not hesitate to contact the (Project focal point if different from responsible officer) should you have any questions.

Best regards,

NAME

DATE