



وزارة التربية والتعليم العالي

Ministry of Education and Higher Education

**Supporting an Education Reform Agenda for
Improving Teaching, Assessment and Career
Pathways Phase 2
(SERATAC II)**

Project ID: P507451

Stakeholder Engagement Plan (SEP)

January 27th, 2025

1. Introduction/Project Description

The Supporting an Education Reform Agenda for Improving Teaching, Assessment and Career Pathways Phase 2 Project (SERATAC II) aims to increase access to learning recovery programs for Palestinian students.

The SERATAC II Project comprises the following components:

- **Component 1: Recovery of learning losses in the West Bank:** This component will support the recovery of learning losses across kindergarten, primary and secondary education. Component 1 focuses on expanding access to early childhood education for KG2 children and addressing learning losses for primary and secondary school students in the West Bank, prioritizing areas heavily impacted by increased violence and mobility restrictions. It will support the recovery of early learning, provide targeted interventions in core subjects, and integrate socio-emotional and psychosocial support into teaching practices. Secondary students will benefit from online tutoring and supplementary resources to enhance independent study and academic performance, with a focus on supporting vulnerable families and marginalized communities.
- **Component 2: Preparatory Support for Learning Recovery in Gaza:** This component aims to ensure the readiness of the Ministry of Education and Higher Education (MOEHE) to rapidly scale up Temporary Learning Spaces (TLS) for children and youth in Gaza following a ceasefire. Activities include developing minimum standards for TLS related to facilities, health and safety, and teaching resources; mapping and identifying potential locations for TLS based on needs assessments and key indicators such as population density and land availability; and creating a teaching workforce strategy, including updating a roster of K-12 teaching staff to address gaps. The component will also support the update of Gaza's Education Response Plan, outlining a phased implementation schedule from KG to tertiary education. All activities under this component will be results-based, linked to achieving Performance-Based Conditions (PBCs).
- **Component 3: Project Management and Monitoring and Evaluation:** This component will support the MoEHE Project Coordination Unit (PCU) to manage and oversee project implementation. Building on its experience with the ongoing Early Childhood Development (ECD) and Phase 1 of SERATAC projects, the component will support additional staffing capacity that may be needed, data collection and reporting mechanisms, communication and knowledge-sharing activities, and implementation and monitoring of activities as detailed in the Environmental and Social Commitment Plan (ESCP).
- **Component 4: Contingent Emergency Response Component (CERC):** In the event of a future eligible crisis or emergency, the project will provide an immediate response, as needed. This component would draw from uncommitted funds under the other components of the project.

For further details on the SERATAC II Project components and subcomponents, please refer to the Concept Project Information Document (PID), which is publicly available through: [SERATAC II Concept PID](#).

The SERATAC II Project is being prepared under the World Bank's Environment and Social Framework (ESF). Per Environmental and Social Standard ESS10 on Stakeholder Engagement and Information Disclosure, the implementing agencies should provide stakeholders with timely, relevant, understandable, and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination, or intimidation.

2. Objective/Description of SEP

The overall objective of this SEP is to define a program for stakeholder engagement, including public information disclosure and consultation throughout the entire project cycle. The SEP outlines the ways in which the project team will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about project activities or any activities related to the project.

3. Stakeholder identification and analysis

3.1 Methodology

In order to meet best practice approaches, the project will apply the following principles for stakeholder engagement:

- *Openness and life-cycle approach*: Public consultations for the project(s) will be arranged during the whole life cycle, carried out in an open manner, free of external manipulation, interference, coercion, or intimidation.
- *Informed participation and feedback*: Information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholder feedback, and for analyzing and addressing comments and concerns.
- *Inclusiveness and sensitivity*: Stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups that may be at risk of being left out of project benefits, particularly women, the elderly, persons with disabilities, displaced persons, and migrant workers and communities, and the cultural sensitivities of diverse ethnic groups.
- *Flexibility*: The ongoing conflict in Gaza and its aftermath, including current political tension in the West Bank, and its repercussions in terms of transportation restrictions, security concerns, closures, and other forms of communication and mobility interruptions, currently inhibit traditional forms of face-to-face engagement, and such challenges are expected to remain for some time after a ceasefire. Hence, other forms of engagement, including primarily bi-lateral communication (e.g., phone calls and virtual meetings), as well as hybrid formats (e.g., a combination of face-to-face and virtual meetings), will be used until more traditional forms of engagement are possible.

3.2. Affected parties and other interested parties ¹

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project. Specifically, the following individuals and groups fall within this category: Kindergarten, primary, and secondary education students as well as parents/ families/ guardians benefiting from interventions under component 1 in the West Bank, and component 2 in Gaza, this includes their representative bodies such as the Central Parents Assembly. This category also includes teachers, principals, supervisors, counselors, and education staff, as well as Private sector KG2 under the Public-Private Partnerships (PPP) activity. Affected parties further include direct, contracted, primary supply, and community workers such as youth, recent graduates, and retired teachers as tutors or in-classroom support roles. Additionally, this category encompasses MoEHE staff and civil servants from relevant directorates, including those working in curriculum development, general education, supervision, assessments, qualifications, evaluations, and examination units, among others.

The projects’ stakeholders also include parties other than the directly affected communities, including institutional actors such as the Ministry of Housing, Ministry of Planning and International Cooperation (MoPIC), Ministry of Social Development (MoSD), Palestinian Central Bureau of Statistics (PCBS), and Ministry of Telecommunication and Digital Economy (MTDE). These parties also encompass; (i) local NGOs and Community Based Organizations (CBOs) such as Maan Development Center, Palvision, Taawon (Welfare Association), Project Hope, Tamer Institute for Community Education, the YMCA, and Al Nayzak; as well as (ii) international NGOs such as Save the Children, Care International, ANERA, Oxfam, and War Child, and (iii) UN Agencies including UNICEF, UNRWA, UNFPA, and UNDP. This group includes universities and academic institutions such as Annajah University, Birzeit University, Al Quds University, and the Polytechnic University. Other Interested Parties (OIPs) also include private sector educational services and IT service providers involved in virtual educational tools and means development. Additionally, these parties include representatives of vulnerable and marginalized groups such as SAWA, Juzoor for health and social development, Qader for community development (representing persons with disabilities), the general union of disability, Inash Alusra Association, the Society of Arab Orphan’s House, and SOS Children’s village. Given the project’s interventions and the need for proper and effective information dissemination, this group also includes local media such as radio outlets, printed media, and television.

3.3. Disadvantaged/vulnerable individuals or groups²

Within the Project, vulnerable or disadvantaged groups may include but are not limited to the following:

| # | Vulnerable or disadvantaged groups | Barriers to accessing information and/or Project Benefits | Representative Organizations in Stakeholder Engagement |
|---|---|--|--|
| 1 | Low Income households and families with school-aged children. | <ol style="list-style-type: none"> 1. Deteriorating and fragile political and socio-economic contexts in the West Bank and Gaza, resulting in reduced access to information. 2. Movement restrictions and closures hinder access to project stakeholders. 3. Loss of income, the socio-economic situation, and purchasing power priorities (including internet) results in lower information access. | MoEHE, MoSD, Civil Society Organizations and International organization working in in the West Bank and Gaza such as Save the Children, Care International, and UNRWA. |
| 2 | children with learning and physical disabilities, chronic illnesses, and their caretakers. | <ol style="list-style-type: none"> 1. Lack of adequate accessibility infrastructure at schools, especially in rural areas. 2. Limited access to specialized resources, tools, and assistive technologies. 3. Lack of inclusive communication materials and engagement methods for families with children having specialized needs. | MoEHE, MoSD, local and international NGOs representing persons with disability including QADER, the general union of disability, as well as Save the Children. |
| 3 | Children and their families living in remote and rural locations, and people living in Access Reduced Areas (ARAs). | <ol style="list-style-type: none"> 1. Deteriorating and fragile political and socio-economic contexts in the West Bank and Gaza, resulting in reduced access to information. 2. Damage to infrastructure resulting in reduced access to internet, educational tools, and information dissemination. 3. Movement restrictions, closures, and security concerns. 4. Lack of representation in stakeholder consultation activities. | MoEHE, Civil Society Organizations and International organization working in ARAs including Save the Children, Maan Development Center, Juzoor, and War Child. |
| 4 | Women and Women headed households and their children. | <ol style="list-style-type: none"> 1. Cultural norms, fear, and stigma. 2. Limited availability of female-focused services, such as psychosocial support, childcare facilities, and flexible working arrangements, particularly for women heading households. | MoEHE, MoSD, Ministry of Women Affairs, Civil Society Organizations and International organizations such as the UNFPA. In addition |

| | | | |
|---|--|--|--|
| | | 3. Deteriorating and fragile political and socio-economic contexts in the West Bank and Gaza, resulting in reduced access to information. | to GBV organizations such as SAWA, and Gender Sub-cluster. |
| 5 | Conflict affected households, displaced, and internally displaced persons (IDPs) | <ol style="list-style-type: none"> 1. Ongoing conflict and security concerns create mobility restrictions and limit access to project services and information. 2. Damage to infrastructure, including schools and community centers, hinders access to educational opportunities and engagement platforms. 3. Psychological trauma, socio-economic instability, and lack of stable housing impact participation and ability to benefit from the project. 4. Inconsistent communication channels, particularly in areas with disrupted internet and phone connectivity, reduce outreach effectiveness and stakeholder participation. | MoEHE, Civil Society Organizations and International organization such as Save the Children, UNRWA, and Maan Development Center. |
| 6 | Bedouin communities, especially school-aged children | <ol style="list-style-type: none"> 1. Geographical isolation and mobility constraints due to remote and dispersed living conditions hinder access to educational facilities and project-related information. 2. Poor infrastructure, including lack of internet connectivity and transportation, limits access to information, digital learning tools, and educational resources. 3. socio-economic challenges reduce the ability to prioritize education and access project benefits. 4. Cultural and social norms may discourage or limit school attendance, particularly for girls. | MoEHE, Civil Society Organizations and International organization such as Save the Children, Taawon, and Maan Development Center. |
| 7 | Unaccompanied children | <ol style="list-style-type: none"> 1. Lack of guardians or caregivers to advocate for or facilitate access to educational and psychosocial support services. 2. Psychological trauma and emotional distress, resulting in reduced ability to participate in learning and engagement activities. 3. Limited access to essential services, including shelter, healthcare, and educational facilities, due to their unaccompanied status. 4. Risk of exploitation, neglect, and abuse, particularly in conflict-affected areas, posing significant barriers to their inclusion and protection within the project. | MoEHE, MoSD, Civil Society Organizations such as Juzoor and SOS children’s village and international organization such as War Child, UNRWA, UNICEF, and UNFPA. |

Vulnerable groups within the communities affected by the Project may be added, further confirmed, and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

4. Stakeholder Engagement Program

4.1. Summary of stakeholder engagement done during project preparation

During project preparation, the following public consultation meetings were conducted; Refer to Annex Table 1 for details.

- A bi-lateral phone consultation was held with Sawa (December 22, 2024), focusing on the inclusion of psychological recovery activities. The project team confirmed the integration of GBV and SEA/SH mechanisms within the Social Impact Assessment (SIA), along with dissemination plans incorporating Sawa’s hotline for enhanced grievance redress and psychological support.
- Another bi-lateral phone consultation was held with Qader (December 23, 2024) centered on addressing the specific needs of persons with disabilities (PwD). The project design ensures the inclusion of PwD within the response system, and follow-up plans were agreed upon to incorporate Qader in future consultations.
- On November 11, 2024, a meeting between the Ministry of Education and VirginiaTech University was held focused on curriculum analysis tool development to align educational content with national priorities.
- A series of Focus Group Discussions (December 9–12, 2024) engaged primary and upper-primary school teachers and district supervisors. Discussions revolved around the challenges of learning recovery due to crises such as political instability, economic strain, and conflict. Key solutions included supportive classroom strategies, diagnostic tools, and tailored intervention models.
- A high-level kick-off meeting (December 9, 2024) involving the World Bank team and MoEHE set the strategic framework for SERATAC Phase 2. Discussions emphasized project objectives, challenges in the education sector, and alignment with broader development goals.
- Technical meetings on components 1 and 2 (December 17–18, 2024) covered topics such as early childhood learning recovery, preparatory support in Gaza, and results framework development. These sessions addressed data collection, PPP mechanisms, and strategies for expanding access to education, particularly in underserved areas.

Like SERATAC I, SERATAC II’s environmental and social reports and plans shall be made publicly available and shall be disclosed through MoEHE website accessible through: <https://www.moe.edu.ps/homemoe>. Feedback received during consultations was focused on the challenges of addressing learning losses across all educational levels due to the ongoing political and economic crises. Stakeholders emphasized the need for psychological recovery activities, targeted interventions for early childhood, primary, and secondary education, and support for vulnerable groups such as students in remote areas, children with disabilities, and displaced households. Discussions highlighted the importance of integrating gender-based violence (GBV) referral pathways, enhancing teaching methodologies through tailored teacher training, and improving data collection and analysis mechanisms. Additionally, the consultations underscored the significance of preparing the education system for post-conflict recovery in Gaza, including the development of minimum standards for Temporary Learning Spaces (TLS), workforce strategies for teachers, and financial frameworks to sustain recovery efforts. Stakeholders also provided recommendations for expanding public-private partnerships in early childhood education, addressing infrastructure and internet access challenges in Gaza, and ensuring continuous engagement with relevant organizations and communities. These inputs informed the design of the Stakeholder Engagement Plan and project components. Feedback was taken into account by the project team. A summary of the main recommendations received and integrated into the Stakeholder Engagement Plan is provided in Annex table 1.

4.2. Summary of project stakeholder needs and methods, tools, and techniques for stakeholder engagement

Different engagement methods are proposed and cover different stakeholder needs as stated below: these methods take into consideration the current socio-economic and political situation and aim to allow for meaningful consultations. These methods, tools, and techniques include bi-lateral face-to-face or phone consultations, virtual focus meetings, in person focus groups, hybrid modality meetings, one-on-one interviews, and site visits among others.

| Methods, Tools, and Techniques | Objective |
|--|--|
| Non-technical Summaries | <ul style="list-style-type: none"> • Present project information and progress updates. • Disclosure of relevant project documents. |
| Correspondences (phone, emails) | <ul style="list-style-type: none"> • Distribute information to civil society, NGOs, local government and international organizations/agencies. • Engage in follow-up discussions and meeting arrangements. • Maintain communication with stakeholders and partners. |
| Individual meetings (bi-lateral phone or in person meetings) | <ul style="list-style-type: none"> • Obtaining feedback and opinions. • Allowing stakeholders to speak freely about sensitive issues. • Building personal relationships. |
| Formal meetings (virtual, hybrid, and in-person) | <ul style="list-style-type: none"> • Present detailed project information to a group of stakeholders. • Allow the group to comment, and provide opinions and views. • Building relationships with stakeholders. • Disclosing project related information and updates. • Discuss strategic aspects and seek high-level inputs. |
| Public meetings (virtual, hybrid, and in-person) | <ul style="list-style-type: none"> • Present project information to a large group of stakeholders, particularly communities and their representatives. • Allow the group to provide opinions and feedback. • Building relationships with communities, especially PAPs and vulnerable groups. • Distributing non-technical information including the GM, and GBV referral mechanisms. • Record discussions, comments, and questions. |
| Focus group meetings (virtual and in-person) | <ul style="list-style-type: none"> • Present project information to a group of stakeholders in relation to a specific topic. • Allow stakeholders to give their opinion on targeted information. • Building relationships with communities, especially PAPs and vulnerable and marginalized groups and their representatives. • recording responses and meetings. |
| Project leaflets, brochures, printed media | <ul style="list-style-type: none"> • Raise awareness about the project. • Provide accessible project information, including Grievance Mechanism uptake channels. • Support dissemination efforts among non-digital audiences. |
| Site Visits | <ul style="list-style-type: none"> • Conducting E&S screening as needed for the activities. • Engaging with local communities and stakeholders. • Obtaining views and opinions, as well as feedback. |
| Local media including radio, TV, and social media | <ul style="list-style-type: none"> • General updates on project progress • GM and uptake channels (GBV; SEA/ SH) referral mechanisms • Timeline and project awareness |

4.3. Stakeholder engagement plan

| Project Stage | Estimated Date/Time Period | Topic of Consultation/ Message | Method Used | Target Stakeholders | Responsibilities |
|----------------------|--|--|---|--|------------------|
| Preparation Stage | Information to be disclosed before project appraisal date. | Project activities, timeline, and announcements of planned activities, consultation on project components and design, PPP, GM, associated E&S risks and mitigation measures | Virtual, hybrid, or in person formal and focus group meetings. Non-technical summaries Correspondence (Phone /SMS, Emails, official letters) | Government agencies such as MoEHE and its directorates and staff, MoPIC, and Ministry of Housing. As well as International agencies such as UNRWA, and private sector establishments including universities and private education service providers. | PCU / MoEHE |
| | Information to be disclosed before project appraisal date. | GM tools for filing complaints and providing feedback, GBV (SEA / SH) referral pathways, Codes of Conduct, associated E&S risks and mitigation measures, inclusion of vulnerable and marginalized groups. | Individual and formal meetings (virtual or face to face) as the situation allows. Correspondences (phone, emails) Engagements with vulnerable and marginalized groups' representative NGOs, CBOs, and INGOs | Vulnerable and marginalized groups and their representative organizations such as SAWA and Qader. | PCU / MoEHE |
| Implementation stage | Throughout the project's implementation period | Project status and progress Introduction and announcement of new activities Updates on E&S risks and mitigation measures GM including channels for accepting GBV (SEA/ SH) complaints anonymously | Public meetings, focus groups (virtual, hybrid, or face to face), as the situation allows. Formal and individual meetings with high impact and influence stakeholders. Local press releases for major announcements. Correspondences (Phone, SMS). Disclosure of project documents on MoEHE website. Non-technical summaries and printed media | Government agencies such as MoEHE and its directorates and staff, MoPIC, and Ministry of Housing. As well as International agencies such as UNRWA, Save the Children, and private sector establishments including universities and private education service providers. This includes local NGOs and CBOs such as Al Nayzak and Taawon, and local media. | PCU / MoEHE |
| | Throughout the project's implementation period | Project status and progress. Information about access to project benefits. Information about | SMS text messages Printed media and local / social media For disadvantaged and vulnerable groups suitable and | Project Beneficiaries Including vulnerable groups (as defined in sections 3.2 and 3.3 above) | PCU / MoEHE |

| | | | | | |
|--------------------------|---|--|--|--|-------------|
| | | <p>Associated E&S risks and mitigation measures.</p> <p>GM including channels for accepting GBV and Sexual Harassment.</p> | <p>customized tools shall be used such as dissemination information through representative organizations, Local radios and TV stations, printed and social media, designated phone number for inquiry calls and SMS, and outreach activities, as the situation allows.</p> | | |
| Supervision & Monitoring | <p>Throughout the project implementation period</p> <p>Following each activity's completion</p> | <p>Project overall progress and major achievements and outputs, Challenges, lessons learnt, GM system.</p> | <p>Quarterly progress reports</p> <p>Non-technical summaries</p> <p>Monitoring and site visits</p> <p>Formal meetings, focus groups, and public meetings</p> <p>Press releases, social media, and traditional media (TV, Radio)</p> | <p>Project Beneficiaries including PAPs and vulnerable groups</p> <p>OIPs including Government and Development agencies, NGOs and CBOs, Local Media, educational establishments such as universities, and Private sector</p> | PCU / MoEHE |

Information will be disclosed as follows: the SEP, ESCP, GM procedures and its uptake mechanisms including GBV (SEA / SH) referral pathways will be disclosed on MoEHE website. Other information including brochures, leaflets, videos, campaigns, and other outreach material will be shared on the website, and on MoEHE social media outlets, in addition to local media engagement. All material will be available in Arabic Language.

4.4. Reporting back to stakeholders

Stakeholders will be kept informed as the project develops, including reporting on project environmental and social performance and implementation of the stakeholder engagement plan and Grievance Mechanism, and on the project's overall implementation progress.

5. Resources and Responsibilities for implementing stakeholder engagement activities

5.1. Resources

MoEHE, through its PCU, will be in charge of stakeholder engagement activities.

The budget for the SEP is 27,700\$ and is included in component 4 of the project.

| Budget Category | Quantity | Unit Costs | Times/Years | Total Costs | Remarks |
|---|----------|------------|-----------------------------------|-------------|----------------------------|
| 1. Estimated staff salaries* and related expenses | | | | | |
| 1a. Environmental and Social Officer (ESO) at the PCU in Ramallah | 1 | - | Throughout project implementation | - | Included in project design |
| 1b. ESO in Gaza Strip | 1 | - | Throughout project implementation | - | Included in project design |

| | | | | | |
|---|----|--------|---|----------|--|
| 2. Events | | | | | |
| 2a. organization of focus groups | 1 | 200\$ | 6 | 1200\$ | |
| 2b. organization of public meetings | 1 | 1500\$ | 1 | 1500\$ | |
| 3. Communication campaigns | | | | | |
| 3a. posters, flyers | LS | LS | - | 3000\$ | |
| 3b. social media campaign | 1 | 1000\$ | 4 | 4000\$ | |
| 3c. video campaigns | 1 | 4000\$ | 1 | 4000\$ | |
| 3d. Newspaper announcements and radio spots | 4 | 800\$ | 3 | 9600\$ | |
| 4. Trainings | | | | | |
| 4a. training on social/environmental issues for PCU staff, consultants, community workers and project workers | 1 | 200\$ | 2 | 400\$ | |
| 4b. training on GM, Workers' GM, and gender-based violence (GBV) for project workers | 1 | 500\$ | 1 | 500\$ | |
| 5. Grievance Mechanism | | | | | |
| 6a. GM communication materials | LS | LS | - | 1500\$ | |
| 6. Other expenses | | | | | |
| 6a. Miscellaneous | LS | LS | - | 2000\$ | |
| TOTAL STAKEHOLDER ENGAGEMENT BUDGET: | | | | 27,700\$ | |

5.2. Management functions and responsibilities

The entities responsible for carrying out stakeholder engagement activities are MoEHE through its PCU and its ESO based in Ramallah and ESO in Gaza Strip, as well as any additional staffing that might be involved later on in the project.

The stakeholder engagement activities will be documented through establishing a stakeholder engagement log that will detail the date, location, stakeholders involved, method of engagement, topics of discussion, follow up actions, remarks, photos, and any other useful information such as minutes of meeting and links to media and press releases as available. Additionally, the PCU shall furnish quarterly progress reports with sufficient details on stakeholder engagement activities in line with the ESCP requirements. Updates on stakeholder engagement will be reflected to the SEP which shall be updated if needed.

6. Grievance Mechanism

The main objective of a GM is to assist to resolve complaints and grievances in a timely, effective, and efficient manner that satisfies all parties involved.

6.1. Description of GM

| Step | Description of Process | Time Frame | Responsibility |
|-----------------------------|--|---|--------------------------------------|
| GM implementation structure | <p>The PCU has a GM Manual that was developed under the Early Childhood Development (ECD) project and remained in use in SERATAC phase I and will continue with SERATAC phase II.</p> <p>The ESO will be responsible for the management of the GM, follow up on received grievances, logging, and reporting.</p> <p>There is a Complaints Unit at MoEHE. The unit is part of the ministries' organizational structure and administered by Heads of Unit and equipped with trained staff. The Complaints Unit work is regulated by the Council of Ministers Decision No. (8) of 2016 and by the Procedure Manual No. (20/17) of 2017. All grievances received by the Complaints Unit in relation to the Project will be communicated to the ESO for handling and follow up.</p> <p>The GM includes channels for anonymous grievances, and GBV (SEA/SH) referral channels to accept and respond to these grievances. These will be communicated to project affected parties and stakeholders during the consultation meetings and throughout project implementation.</p> | Throughout the project's implementation | MoEHE / PCU ESOs/ Complaints Unit |
| Grievance uptake | <p>Grievances can be submitted via the following channels:</p> <ul style="list-style-type: none"> • MOEHE: phone +97022983229 • Electronically at the complaints portal: cs.pmo.gov.ps • E-mail: grm@palpcu.ps • In person: the complainant files a complaint form at the complaints unit at the MOEHE. • Complaint form can also be lodged via any of the above channels. | Throughout the project's implementation | Complaints Unit / PCU ESO |
| Sorting, processing | <p>Any complaint received is forwarded to the complaints unit at the MOEHE. The complaints unit forwards the received complaints/ grievances to the relevant departments/ directorate General depending on its nature. However, for GBV (SEA/ SH) grievances, these are treated with confidentiality and through the GM referral pathways as identified in the GM Manual through MoSD's Women Affairs Directorate and the national Referral System for GBV.</p> | Upon receipt of complaint | Complaints Unit / PCU ESO |

| Step | Description of Process | Time Frame | Responsibility |
|--|--|--|---|
| <p>Acknowledgment and follow-up</p> | <p>The complainant receives a receipt or confirmation email of acknowledgement with a reference number to track the complaint.</p> <p>Receipt of the grievance is acknowledged to the complainant by an instant automatic reply if the complaint is received through the centralized complaints system.</p> <p>The ESO will register the grievances into the GM tracking matrix. The matrix tracks the status of all complaints:</p> | <p>Within 3 business days of receipt</p> | <p>Local grievance focal points</p> |
| <p>Verification, investigation, action</p> | <p>Verification of complaints/ grievances shall be done within 3 days of complaint receipt the latest in accordance with bylaw No. 7 of 2016. Complainant shall be by then notified of the acceptance or rejection of the complaint and the reason for it.</p> <p>Once accepted, Investigation of the complaint is led by the ESO in cooperation with the relevant Directorate General / Department. A proposed resolution is formulated by the relevant department and communicated to the complainant in writing/email.</p> <p>Where the complaint is unlikely to be resolved within the estimated duration, the staff must promptly contact the complainant to request additional time and explain the delay.</p> | <p>Within 2 Business Weeks</p> | <p>PCU ESO / Relevant Directorate General and Departments</p> |
| <p>Monitoring and evaluation</p> | <p>Data on complaints are collected in a grievances log / matrix that shall contain at least;</p> <ul style="list-style-type: none"> ○ The complaints reference number ○ Subject of complaint ○ Date of receipt of complaint ○ Name of complainant (optional) ○ Gender of complainant ○ Confirmation that a complaint is acknowledged / dismissed and reason ○ Date of acknowledgement ○ Brief description of complaint ○ Details of internal and external communication. ○ Action taken (including remedies, determinations/results) ○ Date of finalization of complaint | <p>Quarterly for Progress Report</p> <p>Yearly for MoEHE Reporting</p> | <p>Complaints Unit / PCU ESO</p> |

| Step | Description of Process | Time Frame | Responsibility |
|-----------------------|---|---------------------------------------|-----------------|
| | <ul style="list-style-type: none"> ○ status of complaint (open/ rejected / closed) <p>The ESO shall include a brief on the number of received grievances desegregated by gender, topic, and status in the quarterly progress report. In turn, MoEHE complaints unit reports to the centralized complaints unit at the Cabinet of Ministers on a yearly basis</p> | | |
| Provision of feedback | Feedback from complainants regarding their satisfaction with complaint resolution shall be collected by the ESO through phone short-survey. | Within one month of Grievance Closure | PCU ESO |
| Training | Given that MoEHE has a complaints unit with qualified and trained staff, and the PCU ESO has participated in previous World Bank trainings such as ESF Deep Dive and ESS2 training among others, training needs for staff/consultants in the PCU, Contractors, and Supervision Consultants will be determined through the project implementation. | To be assessed during Implementation | MoEHE / PCU ESO |

The GM will provide an appeals process if the complainant is not satisfied with the proposed resolution of the complaint. Once all possible means to resolve the complaint have been proposed and if the complainant is still not satisfied, then they should be advised of their right to legal recourse.

The project will have specific referral pathways as mentioned in the table above to handle sensitive and confidential complaints, including those related to Sexual Exploitation and Abuse/ Harassment (SEA/ SH) in line with the World Bank ESF Good Practice Note on SEA/SH. The following SEA/ SH grievance procedures, in line with MoEHE regulations and in line with the Ministry of Social Development (MoSD) referral mechanism and the National Referral System for GBV incidents will be followed: (i) Accept the grievance/ complaint through the GM special channel. The ESO will be assigned to receive and handle SEA/SH complaints. Telephone information line, email address and procedures will be communicated to beneficiaries during consultation and induction sessions. (ii) Provide the complainant with the option of anonymity as detailed in the GM Manual, (iii) Upon the victim’s consent, refer the victim to MoSD’s Women Affairs Directorate in cooperation with MoEHE Gender Unit; (iv) In the case the survivor decides to seek justice, the National Referral System for GBV incidents will be followed, (v) Follow up with the complainant, if they have provided their consent, to ensure just and proper care is provided to them. And obtain feedback from MoSD regarding the case for filing and closure.

SERATAC I LMP, which will be updated for SERATAC II, provided provisions for the establishment of a workers’ GM which is available at the PCU. The same Workers’ GM will be maintained for SERATAC II. The Workers’ GM will receive any project related grievances from all project worker’s types such as compensation, discrimination, OHS concerns, GBV/SEA/SH, and any others as described in the LMP. The ESO MOE will be responsible for monitoring the implementation of the workers’ grievance mechanism. The worker’s grievance mechanism will be described in staff induction trainings, which will be provided to all project workers. The worker’s grievance mechanism includes; (i) a procedure to receive

grievances such as comment/complaint form, suggestion boxes, email, a telephone hotline; (ii) stipulated timeframes to respond to grievances; (iii) a register to record and track the timely resolution of grievances; (iv) an assigned staff to receive, record and track resolution of grievances. Information about the existence of the grievance mechanism will be readily available to all project workers. The ESO will monitor the suppliers' recording and resolution of grievances, and report these to the PCU.

The World Bank and the Borrower do not tolerate reprisals and retaliation against project stakeholders who share their views about Bank-financed projects.

7. Monitoring and Reporting

7.1. Summary of how SEP implementation will be monitored and reported

The Project provides the opportunity to stakeholders, especially Project Affected Parties (PAPs) to monitor certain aspects of project performance and provide feedback. The GM will allow PAPs to submit grievances and other types of feedback. Frequent and regular meetings and interactions with the PAPs and other local stakeholders and Interested Parties will be organized in accordance with this SEP. Monitoring indicators will include number of meetings and engagement activities conducted, segregated by stakeholder categories (e.g., PAPs, OIPs) and topics of meeting, numbers of attendees, gender of attendees, numbers of brochures and other printed media handed out. In addition to numbers of social media posts, outreach and engagement statistics, TV interviews, news articles, and radio announcements.

Quarterly E&S reporting will also include SEP and stakeholder engagement aspects, including summary of stakeholder engagement activities, information related to number of received complaints and inquiries, resolution timeframe and status, and feedback received.

7.2. Reporting back to stakeholder groups

The SEP will be periodically revised and updated as necessary in the course of project implementation. Quarterly summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventive actions, will be collated by responsible staff and referred to the senior management of the project. The quarterly summaries will provide a mechanism for assessing both the number and nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders in various ways: such as non-technical summaries, updates on SEP disclosed on project page, news announcements through local media, social media posts, videos, interviews, and articles.

Annexes

Table 1. Template to Capture Consultation Minutes

| Stakeholder (Group or Individual) | Dates of Consultations | Summary of Feedback | Response of Project Implementation Team | Follow-up Action(s)/Next Steps | Timetable/ Date to Complete Follow-up Action(s) |
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| Sawa Manager MS. Ohaila Shomar) | 22/12/2024 | Include Psychological Recovery Activities within Project Implementation | The Project embeds a thorough Social Impact Assessment (SIA) that will be updated and includes SEA/SH,GBV, Grievances address and communication with the relevant departments within the ministry “Gender and Holistic Health”. | Include the hotline SAWA in the dissemination activities in project details | Follow up consultation and engagement with SAWA and GBV (SEA /SH) organizations Within 3 months of project implementation |
| Qader Manager Ms. Lana AlBandak | 23/12/2024 | Include needs matching of people with disabilities (PwD) | PwD departments are included in the project and are part of the response system. | Include consultation activities during project implementation with Qader | Follow up consultation and engagement with Qader and Persons with Disability representative organizations Within 3 months of project implementation |
| VirginiaTech University - MoEHE Consultation Meeting on Curriculum Analysis Tool Development | 11/11/2024 | The Ministry of Education and Virginia Tech University teams held a technical discussion on curriculum analysis charts, focusing on aligning the analysis with the Ministry's educational goals and priorities | - | Integration of discussion points into curricula development and analytical framework development | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 1.2 (Part 1) Meeting | 9/12/2024 | The meeting focused on refining the design of SERATAC Phase 2, with a particular emphasis on supporting students in lower primary and addressing learning losses. | - | Integration of discussion points into component 1.2 design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| High-level kick-off meeting | 9/12/2024 | The World Bank team discussed the objectives and timeline for SERATAC II preparation, focusing on the technical design, proposed activities, and envisaged results under Phase 2 of the project. They also discussed the challenges faced by the education sector in Palestine. | kick off meeting to consult on various components of project details and how to proceed with project design | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |

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| Focus Group Discussion with Lower Primary-level District Supervisors | 10/12/2024 | The meeting included discussions on the challenges faced by teachers and students in Palestine due to the ongoing war and economic crises, and potential solutions such as the presence of supportive teachers in the classroom. | Project team will integrate received feedback into project design as appropriate | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Focus Group Discussion with Lower Primary School Teachers | 11/12/2024 | The meeting discussed the challenges faced by teachers and students in Palestine due to political, social, and economic conditions, including the impact of the coronavirus pandemic and security conditions. | Project team will integrate received feedback into project design as appropriate | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Focus Group Discussion with Upper-Primary District Supervisors | 11/12/2024 | The meeting discussed the challenges faced by the education sector due to various crises and proposed solutions such as cooperation with teachers, development of compensation plans, and the use of modern teaching strategies. | Project team will integrate received feedback into project design as appropriate | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 1.3 (Part 1) Meeting (Ministry heads of departments and project team including supervisors) | 12/12/2024 | The team discussed various topics, including education, teacher support, student performance and the need for a broader approach to tackling educational loss. | Project team will integrate received feedback into project design as appropriate | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Focus Group Discussion with Upper-Primary School Teachers | 12/12/2024 | The meeting discussed the challenges faced by Palestinian teachers and students due to the ongoing war and occupation, including limited technological development, lack of motivation, and socio-economic conditions. | The discussion touched on the application of further education, the importance of diagnostic tests for treatment plans, and the use of electronic educational tools to support learning. | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 1.1: Technical meeting on Recovery of early childhood learning loss | 17/12/2024 | The meeting included introductions and discussions on a partnership program for kindergarten education, with a focus on reducing costs, increasing enrollment and ensuring child retention. | The team discussed the potential of token fees, transportation solutions, the need for sustainability and mutual trust in the partnership. The conversation ended with discussions on the roles and responsibilities of coordinators and supervisors in kindergarten visits and follow-up, and the need for further discussions on the implementation mechanism. | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 2 (Part 1): Technical | 17/12/2024 | The initiatives of the Ministry of Education in Gaza were discussed, particularly in the context of post-war recovery, including the use of virtual schools, the adoption of a new | The team also discussed the various initiatives and their conditions, the ongoing | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II |

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| meeting on Preparatory Support in Gaza | | teaching and assessment platform, and the challenges faced by Gaza in terms of internet access and infrastructure. | development phase of the project, and the challenges faced by the education system in the West Bank. | | Project design prior to project appraisal |
| Component 2 (Part 2): Technical meeting on Preparatory Support/ Financial on PBCs + FM meeting | 17/12/2024 | The team discussed the potential for further exploration of areas of expenditure by the ministry, particularly in relation to virtual schools and distance education for students in Gaza, and the continuation of the SERATAC project. They also discussed the financial arrangements for the Ministry of Education's budget, the process of advances for the PBCs, and the categorization of expenditures for their project. | - | - | - |
| Component 1.1/PPPs (Part 2): Technical meeting on Results Framework | 18/12/2024 | The group discussed the expansion of kindergarten services, and the need for a strategic approach. They also focused on the importance of accurate and comprehensive data collection, the need to collaborate with local communities and councils, and the challenges related to data collection and analysis within the ministry. Finally, they discussed the development of the terms of reference of the Verification Body for the Registry of Service Providers. | - | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 1.2. (Part 2): Technical meeting on Results Framework | 18/12/2024 | The group discussed various projects and proposed a programme of support for volunteer assistants to teachers. They also discussed the teacher's supportive role in classroom setting and the expansion of training programs. Finally, they proposed a results framework for the intervention program and discussed the importance of supporting teachers in addressing educational loss. | - | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |
| Component 1.3. (Part 2): Technical meeting on Results Framework | | <p>The meeting focused on the development of a subcomponent aimed at supporting students who have lost instructional time and learning in upper primary and secondary grades, particularly in core subjects like Arabic, math, and science.</p> <p>The meeting also covered the implementation of a diagnostic test for students, the need for effective online sessions and increased skills, and the importance of monitoring and evaluating available online resources.</p> <p>The meeting focused on the development of a subcomponent aimed at supporting students who have lost instructional time and learning in upper primary and secondary grades, particularly in core subjects like Arabic, math, and science. The team discussed the need for differentiated support for students in different grades, the importance of keeping teachers and counselors at the center of any interventions, and the potential</p> | The team discussed the need for differentiated support for students in different grades, the importance of keeping teachers and counselors at the center of any interventions, and the potential role of counselors in providing additional support and encouragement to students. | Integration of discussion points into project design | Discussion feedback to be included into the SERATAC II Project design prior to project appraisal |

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| | | role of counselors in providing additional support and encouragement to students. The meeting also covered the implementation of a diagnostic test for students, the need for effective online sessions and increased skills, and the importance of monitoring and evaluating available online resources. | | | |
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Endnotes

¹ For the purposes of effective and tailored engagement, stakeholders of the proposed project(s) can be divided into the following core categories:

- **Affected Parties:** Persons, groups, and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures.
- **Other Interested Parties:** Individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way.
- **Vulnerable Groups:** Persons who may be disproportionately impacted or further disadvantaged by the project(s) compared with any other groups due to their vulnerable status and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.
- It is important to note that sometimes projects have different components with very different sets of stakeholders for each component. Those different stakeholders should be considered in preparing the SEP.

² It is particularly important to understand whether project impacts may disproportionately fall on disadvantaged or vulnerable individuals or groups, who often do not have a voice to express their concerns or understand the impacts of a project, and to ensure that awareness raising and stakeholder engagement be adapted to take into account such groups' or individuals' particular sensitivities, concerns, and cultural sensitivities and to ensure a full understanding of project activities and benefits. Engagement with vulnerable groups and individuals often requires the application of specific measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and input into the overall process are commensurate with those of other stakeholders.