

Federal Democratic Republic of Ethiopia
Ministry of Labor and Skills

Education and Skills for Employability (EASE) Project
(P177881)

Stakeholder Engagement Plan

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Acronyms

CETU	Confederation of Ethiopian Trade Union
DP	Development Partners
EASE	Education and Skills Employability
EDI	Entrepreneurship Development Institute
EEF	Ethiopian Employers Federation
ENA	Ethiopian News Agency
ESA	Environmental and Social Assessment
ESIA	Environmental and Social Impact Assessment
ESCP	Environmental and Social Commitment Plan
GoE	Government of Ethiopia
GRM	Grievance Redress Mechanism
MoE	Ministry of Education
MoF	Ministry of Finance
MoLS	Ministry of Labor and Skills
PAI	Project Area of Influence
PTCs	Polytechnic Colleges
PPA	Project Preparation Advance
PWD	Persons with Disability
SEP	Stakeholder Engagement Plan
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
WB	World Bank

Glossary

- Consultation:** The process of gathering information or advice from stakeholders and taking these views into account when making project decisions and/or setting targets and defining strategies.
- Dialogue:** An exchange of views and opinions to explore different perspectives, needs and alternatives, with a view to fostering mutual understanding, trust and cooperation on a strategy or initiative.
- Community Based Organizations (CBOs):** Organizations that are established by communities and comprise community members. Examples of CBOs include farming cooperatives.
- Engagement:** A process in which a company builds and maintains constructive and sustainable relationships with stakeholders impacted over the life of a project. This is part of a broader “stakeholder engagement” strategy, which also encompasses governments, civil society, employees, suppliers, and others with an interest in the project.
- Local communities:** Refers to groups of people living in close proximity to a project that could potentially be impacted by a project. (“Stakeholders,” in contrast, refers to the broader group of people and organizations’ with an interest in the project.)
- Non-Government Organizations (NGOs):** Private organizations, often not-for-profit, that facilitate community development, local capacity building, advocacy, and environmental protection.
- Project Area:** A geographical area within which direct and indirect impacts attributable to a project can be expected. Typically a Project Area is (i) unique to a project (ii) larger than the actual footprint of a project; and encompasses socio-economic issues and impacts, as well as issues and impacts associated with other disciplines (e.g. environment, health and safety)
- Stakeholder:** Individual or group that has an interest in any decision or activity of an organization. Any group or individual who can affect or is affected by a company and its activities.
- Stakeholder Engagement Plan:** A plan which assists managers with effectively engaging with stakeholders throughout the life of the mine and specifying activities that will be implemented to manage or enhance engagement.

1. Project Description

The Project Development Objective of the Ethiopia Education and Skills for Employability (EASE) is to support Ethiopian youth, especially women and marginalized groups, to attain relevant skills for employability. EASE Project is expected to benefit at least 180,000 youth directly through high quality training and linkages to employment, both in the formal sector and self-employment. Women, Internally Displaced Persons (IDPs) and youth with disabilities will be targeted by the Project. The proposed Project has three components:

Component 1: Strengthening public polytechnics for improved labor market outcomes: it will strengthen selected polytechnic colleges (PTC) to produce high-quality skilled graduates that meet the industry's needs in priority sectors of the economy. The PTCs have been selected following transparent criteria which consider geographical coverage and labor market relevance. At least one polytechnic has been selected in each region of Ethiopia to ensure national coverage. The PTCs will develop strategic investment plans (SIP) in close collaboration with industry/employers to upgrade their institutes as comprehensive training hubs offering. The SIPs, which provide a blueprint for upgrading the PTCs to Centers of Excellence, will be financed by the Project.

Component 2: Skills for Jobs Development Fund: the component will establish a funding mechanism to support short-term skills programs through a competitive and performance-based financing (PBF) model. The Fund will offer grants to establish new training programs or expand existing programs for in-demand skills that demonstrate potential for high employment outcomes. Programs to be supported will cater to the needs of the local economies and deliver relevant foundational skills, soft-skills, digital skills, and entrepreneurship skills, in addition to sector-specific technical skills. Public, private and social sector training providers—namely public and private polytechnics and higher education (HE) institutions as well as non-for profit non-governmental organizations—will be able to submit training program proposals to apply for support from the Fund under this component. Training providers will be competitively selected and will be reimbursed following a performance-based model, based on milestones achieved and verified—importantly, the employment outcomes of program graduates.

Component 3: System Strengthening: will enhance the information, coordination, and capacity of the TVET system to make it more dynamic in responding to the evolving technical skill needs in the economy and improving employability of its graduates. The main challenges to realizing this promise are lack of information among actors, inadequate mechanisms for coordination, limitation in capacity, and weak incentives for engagement. The Project will address these challenges through the following three subcomponents: Subcomponent 3.1. Information for decision-making; Subcomponent 3.2. Strengthened system coordination; and Subcomponent 3.3 Strengthened system capacity for policymaking.

The Ethiopia Education and Skills for Employability (EASE) 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.

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2. Objective of EASE 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.

As agreed between the World Bank and the Government of Ethiopia (GoE), this SEP can be revised from time to time during the implementation of the project to reflect adaptive management, respond to implementation changes, adapt to unforeseen circumstances, and respond to the assessment of activities implementation's performance. In such circumstances, the GoE will agree with the Bank on the changes to be made and will update the SEP to reflect such changes. Agreement on changes to the SEP will be documented through the exchange of letters signed between the Bank and the GoE. The GoE will promptly disclose the updated SEP.

3. Stakeholder Identification and Analysis

3.1. Methodology

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

- *Openness and life-cycle approach*: Public consultations for the project 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 shall be provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention will be 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.

3.2 Affected Parties

Affected Parties refer to 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. The affected parties in this context are mostly people who will need to be consulted on the works and activities to be undertaken under the EASE project.

The Ministry of Labor and Skills and its pertinent technical executive entities and divisions are internal stakeholders and owners for the project. The affected parties in the context of the project are public and private training providers, students/ trainees to be participating in the targeted training opportunities, the Entrepreneurship Development Institute (EDI) and Development Partners (DPs).

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Enterprises and industries that will be used for experience sharing, and apprenticeship also fall in the affected parties category. These people are likely to be impacted either positively or negatively by the project activities. The activities of concern include the preparation of the Environmental and Social Assessments (ESA) for priority investments of the project as per the requirements of ESF. At this stage, the affected stakeholder groups will broadly include the following:

- i. Potential project beneficiaries include those that might be affected directly or indirectly by the Project, with respect to their interest in consultation on various aspects of the project, including the ESRM instruments.
- ii. Parties that might be affected directly or indirectly due to their direct involvement in the trainings and seminars to be organized for unemployed youth and skill trainers, technicians, employees of public and private training institutes, enterprises and industries that might be used apprenticeship.

3.3 Other Interested Parties

Other Interested Parties include individuals, groups or 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. Families and communities of the unemployed youth are interested in the project.

The Projects' stakeholders also include parties other than the directly affected communities, including federal and local government bodies, NGOs or civil society groups at the local and national levels, business owners and public and private training providers within the project area. Project targeted Regional, zonal, urban and rural local administration and sectorial offices are also interested parties for the project.

The projects' stakeholders also include parties other than the directly affected communities, including:

- Competency certifying and regulatory entities.
- Other International and local CSOs and NGOs

3.4 Disadvantaged/Vulnerable Individuals or Groups

Vulnerable or disadvantaged groups are a segment of the population that has some specific characteristics that places them at higher risk of falling into poverty, bearing a disproportionate share of the impact or being excluded from benefits of the Project compared to others living in areas or receiving services targeted by a project. It is, therefore, particularly important to understand whether project adverse impacts may disproportionately fall on disadvantaged or vulnerable individuals or groups, or whether they may be unjustifiably excluded from project benefits. These groups and individuals often do not have a voice to express their concerns or understand the impacts of the project. The SEP seeks to ensure that awareness raising and stakeholder engagement with disadvantaged or vulnerable individuals or groups be adapted to consider such groups or individuals' particular sensitivities, concerns, and cultural sensitivities and to ensure their full understanding on activities and benefits of the project.

The vulnerability may stem from person's origin, gender, age, health condition, economic deficiency and financial insecurity, disadvantaged status in the community (e.g., minorities or fringe groups), dependence on other individuals or natural resources, etc. Engagement with vulnerable groups and

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individuals often requires the application of specific measures and assistance aimed at the facilitation of their participation in the project-related consultation and decision making so that their awareness of and input to the overall process are commensurate to those of the other stakeholders.

The Project targets vulnerable and marginalized groups in the country. The vulnerable or disadvantaged groups may include and are not limited to the following: elders, women, and children, the mentally and physically disabled, the unemployed, internally displaced people, HIV/AIDS-affected individuals and poor households. Specifically, as indicated in the PAD, from this project, the vulnerable and marginalized groups include female youth, rural unemployed youth, unemployed youth from poor households and unemployed youth with disabilities as well as Internally Displaced Persons (IDPs), among others. These are the most vulnerable groups who need special attention as key stakeholders. These Vulnerable Groups – persons who may be disproportionately impacted or further disadvantaged by the project as 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.

In addition, in the Ethiopian context, Afar, Somali, Benishangul-Gumuz Gambella and SNNPR Regional States are categorized as Historically Underserved People (HUP), meeting the criteria set under ESS7. The residents are culturally sensitive and marginalized in many economic contexts. In the skill trainings and economic opportunities due attention will be provided for youth from these emerging regions.

Furthermore, vulnerable groups within the communities affected by the project will be further confirmed and consulted through dedicated means, as appropriate to ensure that these people are identified and meaningfully consulted.

4. Stakeholder Engagement Program

4.1. Summary of stakeholder engagement done during project preparation

During project preparation, the following public consultation meetings were conducted (see the table under Annex1 for category and number of consultation participants). The key stakeholders consulted include those individuals, communities, groups, and public-sector agencies and enterprises that will be affected by or have interest in the project activities.

MoLS coordinates the project and various divisions of the Ministry will be involved in the implementation of components of the project. These stakeholders will directly/ indirectly involve the following beneficiaries:

- Beneficiaries of the training will include employed and unemployed youth, with priority for women. Specific vulnerable and marginalized groups will also be targeted.
- Public and private polytechnics and higher education (HE) institutions will be able to apply to the Fund (Component 2).
- Entrepreneurship Development Institute (EDI) as a potential provider of entrepreneurial skills training and financing.
- As part of this process, it will be particularly important to identify individuals and groups who may find it more difficult to participate and those who may be differentially or disproportionately affected by the project because of their marginalized or vulnerable status. Under EASE project, women, IDPs and youth with disabilities will be specifically targeted to benefit from training supported by the Project.
- The other set of stakeholders include staff of Polytechnic Colleges (PTCs) and MoLS which will benefit from capacity building support. In addition, private training providers are expected to

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benefit from project support as well.

- Employers are also expected to benefit from better skilled labor that can contribute to their productivity and growth.

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

Stakeholders have been and will continue to be identified on a continuing basis by identifying:

- Various stakeholder categories that may be affected by, or be interested in, the Project; and
- Specific individuals, groups, and organizations within each of these categories taking into account:
- The expected Project area of impact, that is the geographical area over which it may cause impacts (both positive and negative) over the Project's lifetime, and therefore the localities within which people and businesses could be affected.
- The nature of the impacts that could arise and therefore the types of national/local government entities, NGOs, academic and research institutions and other bodies who may have an interest in these issues.

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

Stakeholder needs vary depending on socio-economic status, locality, language and cultural factors and capacity. The needs of stakeholders will be discussed during stakeholder consultations, and the list below will be updated after these discussions to reflect new stakeholders and stakeholder concerns to and identify their needs.

Table 1: Project Stakeholders Matrix

Stakeholder Group	Language needs	Preferred Method (email, radio, phone, letter)	Appropriate engagement approach
Ministerial staff (Ministry of Labor and skills (MoLS),	English	Email, téléphone	Stakeholder consultations (coordination meetings)
NPCU Staff	English and local languages	Email, téléphone	Stakeholder consultations (coordination meetings)
Industry, public and private training providers	English and local languages	Email, téléphone	Stakeholder consultations (coordination meetings)
Entrepreneurship Development Institute (EDI) and Development Partners (DPs).	English and local languages	Email, telephone	Stakeholder consultations (coordination meetings) and advocacy meetings
NGO's, private sector and service Providers/Consultants	English and local languages	Email, téléphone	Stakeholder consultations, advocacy meetings;
Regional government (Bureau Labor and skills, etc)	English and local languages	Email, telephone	Stakeholder consultations, advocacy meetings;
Urban and rural Local Governments	English/ Local Language (as relevant)	Written information and notice boards, leaflets and meetings	Stakeholder consultations (coordination meetings)

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Beneficiaries Employed/ unemployed youths and families and community, IDPs	English/ Local Language (as relevant)	Written information and notice boards, leaflets, radio announcements and meetings	Stakeholder consultation meetings for disclosure of policy (using different entry points such as religious or community leaders, skill training providers, local officials, etc), procedures, Projects' progress preparation, specific issues and feedback, group meetings for specific awareness raising on rights and entitlements, participatory monitoring and capacity building, and household/individual engagements on feedback and grievances. Household surveys
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4.3. Stakeholder Engagement Plan

The projects stakeholder engagement plan is presented in the table 2 below:

Table 2: Stakeholder Engagement Plan

Project Stage	Estimated Time / Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Project Design & Preparation	Prior to appraisal, approval and implementation of the project activities.	Dissemination of project information, soliciting inputs from stakeholders, project scope and rationale, required E&S instruments, GRM,	Stakeholder meetings, community information meetings, presentations, workshops, radio broadcasts, Letters, information translated into local languages for HUPs. Social media for other interested parties, disclosure of E&S materials,	Project implementing partners, Youth PAPs, Disadvantaged & Vulnerable individuals & groups, IDPs, PWDs,	MoLS, WB, TVETs
Project Implementation	Regularly during implementation	Project progress, E&S sub-plans, GRM for PAPs & workers.	Meetings, workshops, training on GRM for designated committee members, disclosure of written information (Brochures, posters, flyers), website	All stakeholders, including vulnerable/ disadvantaged groups & individual,	MoLS, TVETs
Monitoring	Throughout project cycle	Monitor the implementation of E&S sub-plans, Satisfaction with engagement activities and GRM in a prompt and effective manner, E&S plans achieved, results and review/evaluation.	Meetings, workshops, FGDs, Mass/social media Communication – TV, radio,	All stakeholders, including vulnerable/ disadvantaged groups & individual,	MoLS, WB, TVETs
Project Completion	Endline	Impact of training on categories of beneficiaries (girls/ women, vulnerable groups, etc.), E&S plans achievement, lesson learnt sessions,	Round table, FGDs and individual meetings,	All stakeholders	MoLS

4.4 Reporting Back to Stakeholder Groups

The stakeholder engagement process will aim to support the development of strong, constructive, and responsive relationships among the key stakeholders for successful management of the project's environmental and social risks. Effective stakeholder engagement between the MoLS and project stakeholders improves the environment and social sustainability of projects, enhances project acceptance and makes significant contribution to successful project design and preparation.

All stakeholder engagement meetings will have minutes, which will be stored in the project stakeholder engagement database; this will be to ensure that (i) there are records that can be referred to and that all views raised are taken into consideration, and (ii) commitments made are delivered upon.

Advice on basic requirements for meaningful monitoring is plentiful. Like any other type of monitoring, monitoring of engagement needs to comply with basic requirements such as goals and objectives need to be established, targets and trajectories need to be set, financial contributions need to be committed, and personnel need to be trained and made responsible for their duties. It is also important to remember that monitoring is a process. Therefore, monitoring can and should occur at different time steps. For example:

- Monitoring of the engagement process itself: this type of monitoring can be initiated over the short term. The effectiveness of the engagement process can be monitored, and the process can be adjusted for improvement.
- Monitoring of outputs: this type of monitoring can be initiated at the end of the engagement process itself, as a tool for evaluation of the process completed.
- Monitoring of outcomes of the engagement process: monitoring of outcomes requires longer timelines as well as evaluation of a wider set of drivers and conditions. Longer timelines and increased complexity also mean increased funding requirements. However, this type of monitoring does allow us to track the actual effectiveness of the engagement process as an agent of change.
- Monitoring of trends ('reach'): this type of monitoring is even more complex in nature. It also requires long timelines but places greater emphasis on evaluation of wider sets of drivers and conditions and their impact on resource condition.
- Monitoring of unintended consequences: the monitoring system needs to be sufficiently flexible as to allow for and accommodate changes in context. The learning will be greatly enhanced if the system allows for monitoring of unintended consequences, as well as the expected ones.

The monitoring system should follow generic standards (that evaluation serves the information needs of users), feasibility (evaluation should be realistic and prudent) and accuracy (evaluation will reveal and convey technically adequate information about the features that determine worth, or merit of the program(s) being evaluated).

For this project, quarter and annual E&S performance reporting is expected for WB; it includes the performance of stakeholder engagement, disclosure activities and GRM implementation performances.

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Table 3: Principles Informing a Monitoring Framework

Principle	Description
Social learning	Monitoring processes need to contribute to collective learning and action by stakeholders
Adaptive management	Monitoring processes should provide relevant feedback to inform decisions about future actions
Assess processes as well as outcomes	Document and share lessons on the process of monitoring plan development
Analyze change through dialogue and contextual understanding	Recognize it may not be possible to trace observed changes to project actions, but deal with this by collaboratively interpreting findings with project partners who have a rich understanding of the social and ecological context
Phasing of change processes	Focus early monitoring efforts more on process indicators, with outcome indicators becoming more significant during project implementation. Changes in environmental status are longer term
Fostering collaboration	Collaboration between stakeholders is important during the design, implementation, and interpretation of monitoring findings, and involves careful facilitation and negotiation
Integration	Monitoring plans should span the different aspects of projects (ecological, social, institutional, and so forth), incorporate the knowledge held by different groups and address different scales of action and outcome
Workable	Plan is simple to grasp, 'light' to implement, produces useful information and meets reporting requirements

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

When selecting an appropriate consultation technique, culturally appropriate consultation methods, and the purpose for engaging with a stakeholder group should be considered.

The project's public consultation strategy is developed taking into consideration of the GoE and World Bank guidance using appropriate online, social media and other appropriate forms of dissemination and interaction¹. Information dissemination sessions and delivery of public disclosure of final versions of reports are the two main selected means of dissemination. The information will be uploaded on MoLS website and printed versions of the final documents will be made available in easily accessible public places (for example, community centers, Farmer Training Centers (FTCs), schools, public and private training centers, urban local government offices and other places identified by stakeholders). This SEP will utilize several means of communication for the dissemination of information, in either English or local languages or, as much as possible, in local dialect depending on the target areas.

- The project should therefore develop written materials (brochures, flyers, etc.) for the

¹ For further information, consult Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings.

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dissemination of information to stakeholders.

- The project will also use the websites of the relevant ministries and implementing agencies or other potential partner actors and/or media (newspapers, radio), social media for different stakeholders.
- By email, for technical partners.
- One on one meetings and formal workshops may also be considered, if needed.

The above public consultation and disclosure strategies will be updated by MoLS relevant staff including E&S experts at the NPCU.

5. Resources and Responsibilities for implementing stakeholder engagement activities

5.1. Resources

The MoLS will be in charge of stakeholder engagement activities. The stakeholder consultation and disclosure activities for the EASE will be covered by the respective Components of the project. MoLS will allocate adequate budgetary resource for the implementation of the SEP throughout the project period.

The SEP implementation success requires the appointment of personnel who will assume implementation and management responsibilities. MoLS NPCU staff will be responsible for implementing stakeholder engagement, while the Social Safeguards Specialist in collaboration with the Environmental and relevant sector experts at MoLS will be responsible for coordinating SEP activities during the project's implementation period.

Table 4: Estimated Budget

	Required Resources	Estimated Cost in USD
Stakeholder Engagement and Information Disclosure		
1.	Human Resources:	
	1 Social Specialist	Incl. in FPCU staff costs
	1 Environmental Specialist	Incl. in FPCU staff costs
2.	Logistics / Travel for stakeholder consultations	200,000
Material Production and Distribution		
3.	Workshops (Kick off, Validation, Evaluation, etc.)	70,000
4.	Outreach material	10,000
5.	E&S Documents disclosure on MoLS website	Included in project operation costs
Grievance Redress Mechanism		
6.	Training for GRM Committee Members	50,000
7.	Training for Communities and project beneficiaries on GRM	100,000
8.	Complaint registration logbook, suggestion boxes, etc., in the villages	10,000
Training and Capacity Building		
9.	Lump sum on E&S, including community Health and Safety aspects	100,000
	ESTIMATED TOTAL	540,000

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5.2. Management Functions and Responsibilities

Ministry of Labor and Skills (MoLS): The MoLS will be the lead implementing agency, with the main tasks:

- Overall responsibility for day-to-day coordination and management of the project.
- Capacity building, including direct support to regions and PTCs and issuance of guidelines and standard regulations;
- Program management and implementation of activities in accordance with agreements between the Government of Ethiopia and the World Bank;
- Overall operation monitoring and evaluation.
- Operation reporting, including the periodic progress reports.
- Ensuring that operation resources are budgeted for and disbursed within the expenditure framework.
- Accounting for the PTCs funds to MoF.
- Evaluating the performance of the training scheme as per the agreement made between GoE and WB.

Ministry of Finance (MoF): The MoF is responsible for fund flow, disbursement, reporting, and arranging program auditing for the operation. MoF will also be responsible for the compilation of fiscal reports, the transfer of funds from WB, and then to MoLS, and TVETs, as per the request from MoLS.

Federal, Regional and Other Stakeholders: Several other entities have guiding and supporting roles in the training scheme. These include the Office of Urban and Infrastructure, Ministry of Industry, Ministry of Education, Ministry of Women and Social Affairs, National Regional States and Non-State Actors at all levels. The Federal stakeholders will provide operation oversight, endorse project performance and allocations, arbitrate conflicts, and strengthen inter-ministerial coordination.

6. Grievance Redressing Mechanism (GRM)

The Project GRM is designed to address concerns and complaints promptly and transparently with no impacts (cost, discrimination) or any reports made by Project Affected People (PAPs). The GRM works within existing legal and cultural frameworks, providing an additional opportunity to resolve grievances at the local, project level. The key objectives of the GRM are:

- Register, categorize, and prioritize the grievances.
- Settle the grievances via consultation with all stakeholders.
- Forward any unresolved cases to the relevant authority.

In order to ensure the implementation of the project in a timely manner and effectively address any anticipated and unanticipated risks that would be encountered during implementation, including the development of the necessary actions of mitigation and avoidance to E&S risks and impacts of the project.

This grievance mechanism sets out the steps to be taken to resolve grievances, the role of different staff members involved and timeframes to reach a decision on grievances. The GRM management will be under MoLS responsibility through the NPCU and should ensure implementation with support from the Federal, Regional and PTCs levels.

Any person or group of people who have a relationship with the project or are affected by its activities can raise a question, grievance, or complaint.

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The Ethiopian Government and World Bank ESS10 outline standard requirement for grievance mechanisms for projects. Complaints handling mechanisms should receive and facilitate resolution of the affected communities' concerns and grievances. The concerns should be addressed promptly using an understandable and transparent process that is culturally appropriate and readily acceptable to all segments of affected communities, at no cost and without retribution.

There are several ways for participation and engagement of citizens in complaint handling, transparency and social accountability. At the grassroots, citizens have shown experience in forming community groups, committee or representative to liaison with constituency and seek solutions.

The GRM will not impede affected persons' access to the legal system. At any time, the complainant may take the matter to the appropriate legal or judicial authority as per the laws of the country.

The Public will be informed about the GRM through different channels, including consultation meetings, TV, radio, newspapers, notice boards and social media, which will also include means of contacting relevant NPCUs in case of complaints. All grievance related correspondence shall be documented, and the grievance resolution process will be systematically tracked and reported to WB and other entities, as required by the project.

6.1. Description of the GRM Process

The Social Risk Management Expert at MoLS will be assigned to follow up complaints related to the project. The complaint, to be filed, should be related to the project components and/or to its implementation and management. The grievance resolution process involves the following main steps:

- *Receipt of grievances:* anyone from the affected communities or believing they are affected by the Project can submit a grievance (written, verbal, telephone, etc. as appropriate for the complainant).
- *Registering the complaint:* the focal point who received the complaint will use the GRM logbook for registering.
- *Referral and examination of complaints:* a GRM Committee shall be established at each project implementation sites (comprising of members from Project Implementation Teams, PAPs, elders, a representative from Women and Children Affairs office (for GBV issues), etc.) or existing established GRM committees will be used to examine the complaint, resolve, or refer.
- *Notifying the complainant:* the decision/solution/action by the grievance committee shall be communicated to the complainant as per the stipulated timeline.
- *Closing the complaint:* where the decision/solution of the complaint is accepted by the complainant, or complaint that is not related to the project or any of its components, or a complaint that is being heard by the judiciary will be closed following the appropriate procedure.

Table 5: EASE Project GRM Management Process

Process	Description	Time Frame	Other Information
Establishment of GRM Committees at all Project implementation sites or Use existing GRM committees	▪ GRM Committee will be established at the subproject level comprising of members from local elders, beneficiaries (Women and Men), Woreda/ Kebele MoLS-NPCU representative, Women Youth and children officer, etc.	Before project implementation	Training will be provided by MoLS-NPCU (ESRM experts) for the GRM Committee members and beneficiaries

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Identification of grievance	- Face to face; telephone; letter; mail; e-mail; website; recorded during public/community interaction; others. - Any other convenient mechanism for PAPs, disadvantaged, vulnerable groups, etc.	1 Day	Appropriately disclose Telephone no., an Email address, etc;
Grievance assessed and logged	- Significance assessed and grievance recorded or logged (i.e., in a logbook). - It will be prudent to have a grievance record book where the grievances are recorded for follow up. - Grievances concerning sexual exploitation and abuse/gender-based violence should be treated as confidential. Only the nature of the complaint and the processing outcome should be recorded. Region/ Woreda/ Kebele, Children, and Youth Offices in the subcomponent implementation area will be responsible for GBV GRM. MoLS, shall allocate budget to this office for capacity building and related GBV aspects.	3-6 Days	Significance criteria: Level 1 –one-off event; Level 2 – complaint is widespread or repeated; Level 3- any complaint (one-off or repeated) that indicates a breach of law/ policy
Grievance is acknowledged	Acknowledgment of grievance through appropriate medium.	3 Days	
Development of response	- Grievance assigned to the appropriate party for resolution. - Response development with input from GRM Committee/relevant stakeholders.	4-8 Days	
Response signed off	Redress action approved at appropriate levels.	8-10 Days	
Implementation/ communication of response	Redress action implemented and update of progress on resolution communicated to the complainant.	5-9 Days	

6.2. World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by the World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed 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's 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 allowed to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

7. Monitoring and Reporting

7.1. Stakeholder Monitoring and Reporting: Overview

Stakeholders at various levels engage in monitoring or evaluating a particular project or program or policy, share control over the content, the process, and the results of the monitoring and evaluation activity and engage in taking or identifying corrective actions.

Stakeholders have the right and the responsibility to know what is happening in the project, which aspects need corrective action, what the results are, and which lessons can be learned and shared with one another, but they should not simply be recipients of monitoring and evaluation reports.

The overall objective of stakeholder engagement is to achieve a transparent decision-making process with greater input from stakeholders and their support of the decisions that are taken. When stakeholders are involved from the beginning of the evaluation process, it is more likely to reduce stakeholders' distrust and fear of evaluation. Increase stakeholders' awareness of and commitment to the evaluation process. In sum, when stakeholder engagement is done effectively, it improves communication channels between parties, creates and maintains support for the project, gathers information for the organization, reduces the potential for conflict or other project crippling issues and enhances the reputation of the organization.

7.2. Stakeholder Engagement – Best Practice Guide

Involving stakeholders (primary and secondary) to participate in all aspects of the project from initiation to implementation and completion is critical for ensuring accountability in donor-funded projects. Therefore M&E plans should be developed with all stakeholders so as to enhance ownership. Planning of donor-funded projects should be done in a holistic manner from a bottom-up approach; everyone should be brought on board. Set time frames for M&E for each project either monthly, quarterly, etc. to monitor the projects for easy review and evaluation. The following are among the major principles but are not limited to:

- Make a plan.
- Define your stakeholder list.
- Define your key stakeholders.
- Tailor your communication and message.
- Be inclusive.
- Communicate clearly.
- Listen.
- Respond quickly and follow up

7.3. Involvement of Stakeholders in Monitoring Activities

The NPCU under the MoLS will monitor the project activities in accordance with the requirements of the legal agreement and the Environmental and Social Commitment Plans (ESCP). The extent and mode of Stakeholder monitoring with respect to environmental and social performance will be proportionate to the potential environmental and social risks and impacts of the project supported activities their effect on the various stakeholder interests.

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The following Monitoring actions will be undertaken regarding stakeholder interests in line with the environmental and social performance of the project, which will include:

- Conducting stakeholder engagement in a consultative manner, in accordance with the SEP, and build upon the channels of communication and engagement as established with stakeholders.
- Collection of feedback from stakeholders on environment and social performance of the project, and on the implementation of the mitigation measures outlined in the ESCP on defined timeframe.
- Periodic reviews of compliance with requirements of the legal agreements, including the ESCP.
- Where appropriate, and as set out in this SEP, engaging stakeholders and third parties such as independent experts, local communities or nongovernmental organizations (NGOs), to complement or verify projects stakeholder monitoring information.
- Where other agencies or third parties would be responsible for managing specific risks and impacts and implementing mitigation measures, MoLS would collaborate with such agencies and third parties to establish and monitor such mitigation measures.

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Annexes:

Annex1: Summary of participants of consultation and interview

Polytechnic Colleges	Community Participants		College staffs and leadership		College trainees		Regional Officials/officers		Total
	F	M	F	M	F	M	F	M	
W/ro Sehin	1	11	12	33	7	2	2	3	71
Ethio Italy	3	8	4	17	5	6	2	1	46
Jinka	9	1	4	17	2	2	3	1	39
Sebeta	2	5	7	10	4	3	2	1	34
Misrak	1	5	4	7	6	5		1	29
Jigjiga	7	2	2	7	12	16	1	2	49
Assosa	4	3	3	9	3	4	3	5	34
Total	27	35	36	100	39	38	13	14	302