

INDEPENDENT STATE OF PAPUA NEW GUINEA

NATIONAL DEPARTMENT OF EDUCATION



LEARNING ENHANCEMENT AND ACCESS PROJECT (LEAP)

P505529

STAKEHOLDER ENAGAGEMENT PLAN (SEP)

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Abbreviations and Acronyms

CEPA	Conservation and Environment Protection Authority
CSO	Civil Society Organizations
DFAT	Department of Foreign Affairs and Trade (Australia)
DoE	Department of Education
ECE	Early Childhood Education
E&S	Environmental and Social
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESS	Environmental and Social Standard
GBV	Gender-based Violence
GM	Grievance Mechanism
IDA	International Development Association
IEC	Information, Education and Communication
JICA	Japanese International Corporation Agency
LAP	Land Access Procedures
LEAP	Learning Enhancement and Access Project
LEG	Local Education Group
LLDR	Land Due Diligence Reports
LMP	Labor Management Procedures
MFAT	Ministry of Foreign Affairs and Trade (New Zealand)
MPA	Multiphase Programmatic Approach
NGO	Non-Governmental Organisation
NDoE	National Department of Education
PDoE	Provincial Divisions of Education
PIE	Partnerships for Improving Education
PMU	Project Management Unit
PNG	Independent State of Papua New Guinea
POM	Project Operations Manual
PPO	Provincial Project Office
PSC	Project Steering Committee
SEA	Sexual Exploitation and Abuse
SECAP	Stakeholder Engagement and Communication Action Plan
SEP	Stakeholder Engagement Plan
SH	Sexual Harassment
SPREP	Secretariat for the Pacific Regional Environment Programme
TSC	Teaching Service Commission
UNICEF	United Nations Children’s Fund
VAC	Violence against children
WaSH	Water, Sanitation and Health
WB	World Bank

1 Introduction

The Independent State of Papua New Guinea (PNG) is proposing the Learning Enhancement and Access Project (LEAP) as a three phase Multiphase Programmatic Approach (MPA). The MPA aims to improve access and quality at early childhood education and quality at preparatory-grade 2 (G2) levels in project-targeted provinces. Phase 1 of the MPA (the Project) will build on the existing foundations for the Early Childhood Education (ECE) subsector and implement an existing package of interventions for early primary grade literacy being implemented by the Government of Australia-funded Partnerships for Improving Education (PIE) program to six additional provinces, and tackle data, assessment and infrastructure barriers to align the system towards learning. Moreover, the Project will also build capacity and provide opportunities for knowledge generation to lay the foundations for medium- and long-term reform of the education system. The National Department of Education (NDoE) within the Department of Education (DoE) will be the lead implementing agency for the Project.

PNG is seeking finance from the World Bank's (WB) International Development Association (IDA) for the Project. As part of project financing, the Project is required to comply with the requirements outlined in WB's Environmental and Social Framework (ESF) and ten Environmental and Social Standards (ESSs). Per ESS 10, 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. This Stakeholder Engagement Plan (SEP) has been prepared to meet the requirements of ESS 10, Stakeholder Engagement and Information Disclosure, and to satisfy a project financing requirement. It is supported by the following Project documents: Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), Project Operational Manual (POM) (to be developed), and other specific plans that have been or will be prepared for the Project. The draft environmental and social (E&S) instruments will be disclosed on NDoE's website (<https://www.education.gov.pg/>) and will be further workshopped with the NDoE and other key stakeholders to ensure full understanding of the Project's E&S requirements including stakeholder engagement, communication, and the grievance process.

2 Project Description

The Project (2025-2031, \$100 million IDA financing with a \$10 million co-financing from the Government of Australia) aims to improve quality at early childhood education and prep-G2 levels in project-targeted provinces. This includes improving teacher training programs, broadening access to ECE, and improving system management. Key elements involve implementing policies related to ECE, school grants, teacher development, and ensuring effective coordination between national and provincial governments. Additionally, the operation focuses on upgrading educational resources, with a particular emphasis on pedagogical materials and basic school infrastructure to support improved learning outcomes.

The Project comprises the following four components:

- **Component 1 - Preparing children to be ready to learn through ECE.** This component aims to prepare children for school through quality ECE by means of enhancing ECE centers and establishing community playgroups.
- **Component 2 - Supporting teachers to teach effectively.** Phase 1 aims to improve teacher quality in six provinces by providing teaching and learning materials, in-service teacher training and ongoing support, and teacher diploma upgrading.
- **Component 3 - Modernizing the infrastructure and management of the education sector.** This component aims to equip the DoE with access to high-quality data, a national learning assessment

system, and analytical tools to strengthen administration, ensure equity in resource allocation, and improve decision making. The component will finance improvements in school infrastructure to improve learning and health.

- **Component 4 - Project management, monitoring and evaluation, and capacity-building.** This component will finance project management support, including safeguards oversight, short-term technical assistance, grievance management, financial management, procurement, monitoring & evaluation (M&E), project management and support staff, goods, and operating costs.

Some project activities will be implemented nationally. Others will be implemented in a number of provinces selected based on criteria related to education outcomes, capacity, and development partner support among others. The NDoE has selected six provinces (Eastern Highlands, Simbu, Morobe, New Ireland, Milne Bay and National Capitol District) for components 1, 2, and subcomponent 3.3 (needs-based investments in physical infrastructure for schools).

3 Objectives of the Stakeholder Engagement Plan

The overall objective of this SEP is to define a program for stakeholder engagement during implementation of the Project, including public information disclosure and consultation throughout the entire project cycle. The SEP outlines the ways in which the NDoE 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. The SEP specifically emphasizes methods to engage groups considered most vulnerable and that are at risk of being left out of project benefits.

The SEP is a living document and will be updated early during project implementation, once the Environmental and Social (E&S) Specialist has been appointed in the NDoE Project Management Unit (PMU) and once project activities are further defined. The SEP will be updated thereafter throughout the Project implementation period, as new stakeholders are identified, and will also be updated at each phase of the MPA.

4 Stakeholder Identification and Analysis Per Project Component

Stakeholder analysis determines the likely relationship between stakeholders and a project and helps to identify the appropriate consultation methods for each stakeholder group during the project's life.

Project stakeholders can typically be divided into the following categories:

- **Project Partners** – stakeholders that contribute to the execution and implementation of a project.
- **Affected Parties** – persons, groups and other entities within the Project Area of Influence 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 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. The vulnerability may stem from a 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. These are a subset of Affected Parties.

Stakeholders and their interest in the Project have been assessed and are provided in Table 1. Additional stakeholders will be identified during the implementation of the Project and this SEP will be updated accordingly.

Table 1: Stakeholders and their Interest in the Project

Groups	Organisation	Interest in the Project
PROJECT IMPLEMENTING AGENCY AND IMPLEMENTING PARTNERS		
Implementing Agency and Implementing Partners	Department of Education (DoE) Relevant divisions within the DoE: • NDoE • Teaching Service Commission (TSC) • Office of Libraries and Archives	Implementing Agency Have roles and responsibilities in Project implementation. NDoE houses the National ECE Task Force who will oversee component 1.
	National Education Board	Implementing Partner Oversees the development and functioning of the education system and the implementation of the National Education Plan.
	Provincial Administration - Provincial Divisions of Education (PDoE) and Provincial Education Boards in the selected provinces: • East Highlands. • Simbu • Morobe • New Ireland • Milne Bay • National Capitol District	Implementing Partner Provincial Education Boards are responsible for the schools and teachers in their respective provinces. Provincial Education Advisor(s) will oversee program implementation and attend the Project Steering Committee (PSC) meetings. Play a significant role in delivery of the Project. Will establish Provincial Project Offices (PPOs) and appoint a Community Engagement and E&S Officer who will coordinate the E&S screening and grievance procedures in the provinces. Each Province will have a representative on the Project Steering Committee (PSC). Will coordinate with NDoE on consultation and implementation of the following subcomponents:

Groups	Organisation	Interest in the Project
		• 1.1 Enhancement of existing ECE centers such as establishing ECE resourcing units. • 2.2 In-service teacher training and ongoing support • 2.3 Teacher diploma upgrading • 3.3 Needs-based investment in physical infrastructure for schools May be interested in project opportunities such as training partnerships in subcomponent 2.2.
	Six church education agencies operate schools in the national education system: the Catholic Church, the Evangelical Alliance, the United Church, the Lutheran Church, the Seventh Day Adventists, and the Anglican Church Peak body: National Church Education Council	Implementing Partner Provide approximately half of PNG's education services. Will coordinate with NDOE on implementation such as subcomponents 1.1 and 1.2. May be interested in Project opportunities such as training partnerships in subcomponent 2.2. National Church Education Council has representation on the National ECE Taskforce.
AFFECTED PARTIES		
People in the project area of influence	Schools (ECE centers, private schools, preparatory grade/elementary, primary and secondary) including students, teachers, principals, non-teaching staff, school board members (elementary and primary schools), board of governor's members (secondary schools).	Project beneficiaries. Opportunities to influence designs during focus group sessions. The schools will be recipients of project support (technical assistance and financing).
	Students, parents and other community members that will directly benefit from or be affected by subproject activities	Project beneficiaries. Opportunities to influence designs during focus group sessions.

Groups	Organisation	Interest in the Project
		May be interested in Project opportunities such as running playgroups (subcomponent 1.2). May be affected by social impacts associated with subproject activities.
	Communities/community members.	Interested in the timing of the physical works.
	Landowners such as state lease holders, freehold landowners / lease holders, and customary landowners	Interested in land access arrangements. The consultation arrangement for land/asset owners is outlined in the Land Access Procedures (LAP), annexed in the ESMF.
Vulnerable or disadvantaged groups.	Including, but not limited to: • Women - including female teachers. • Children - including female students. • Youth. • Elderly. • Sexual and gender minorities. • Poor households. • Women-headed households. • Residents in remote and/or isolated areas. • People with physical disabilities. • People with mental disabilities. • People unable to read or write. • Survivors of, and those vulnerable to GBV, SEA/SH and violence against children (VAC).	These people/groups can be affected parties/Project beneficiaries, but project benefits may not reach such groups. and they may be disproportionately affected by the social impacts associated with the subprojects/activities. It is important to ensure such people/groups are included in the subproject planning process.
OTHER INTERESTED PARTIES		
Government Agencies	Conservation and Environment Protections Authority (CEPA)	Interested in environmental risks and proposed mitigations pertaining to proposed project activities. Responsible for environmental permitting.

Groups	Organisation	Interest in the Project
	Department of Finance	Will have a representative on the PSC. Administers the funding for the Project.
	National Department of Health	Interested in school and public health, and related laws and policies pertaining to proposed Project activities.
	Department of Higher Education, Research, Science and Technology	Responsible for post-secondary higher education institutions (HEIs).
	Department of Lands and Physical Planning and subnational Provincial Department of Lands	Interested in land access procedures for ECE and/or new schools' establishment.
	Department of National Planning and Monitoring	Will have a representative on the PSC. Interested in Project components that are influenced by WaSH Policy.
	Department of Personnel Management	Interested in government personnel, their remuneration and welfare.
	Department of Prime Minister and National Executive Council	Provides oversight and advises the Education Minister and Secretary on policy implementation and monitoring.
	Department of Provincial and Local Government Affairs	Interested in project activities in the Provinces.
	Department of Treasury	Will have a representative on the PSC. Interested in new ECEs and school buildings and compliance with building act and regulations.
	Department of Works and Highways	Custodian of Building Codes. Interested in new ECEs and school buildings.
	Department of Information and Communications Technology (DICT)	Responsible for planning, developing, and promoting the national ICT development agenda. Interest in information

Groups	Organisation	Interest in the Project
		pertaining to information dissemination / disclosure and modernizing DoE in relation to ICT
	National Procurement Commission (NPC)	Provides updated procurement information for public tenders and is the information hub for Electronic Government Procurement (e-GP) initiatives. Will provide oversight for procurement compliances.
	National Disaster Centers	Interested in new ECEs and school buildings as they relate to planning for climate induced- and natural-hazard disaster resilience in schools.
Government Authorities	Climate Change Development Authority	Interested in new ECEs and school buildings as they relate to planning for climate induced disaster resilience in schools.
	Road Traffic Authority	Interested in Project activities as they relate to child road safety considerations.
Subnational-level Governments	Provincial Governments; District Development Authorities; Local-Level Governments; Ward Development Authorities; Provincial Building Boards; and Land and Physical Planning Office in provinces.	Interested in Project planning, site selection, project benefits, potential risks/impacts, etc. as they pertain to their geographical area of governance.
National and subnational Building Boards	National and provincial building boards	Ensures compliance with the Building Act and Regulations.
Funding Partners	Australian Department of Foreign Affairs and Trade (DFAT)	Co-financing agency.
World Bank	IDA	Financing agency.
	Local Office	Provides on the ground support.
Higher education institutions	Teacher training institutions	May be interested in Project opportunities e.g. training partnerships in subcomponent 2.2 and scholarship programs in subcomponent 2.3.

Groups	Organisation	Interest in the Project
Private Sector	Oil Search/Santos. Total Energy.	Private sectors could potentially help financially support (CSR) in remote areas that are very costly to access.
Other Development Partners	Asian Development Bank (ADB)	May be interested in providing additional resources in the first phase or subsequent phases of the MPA.
	Global Partnership for Education (GPE)	Share similar experiences with education intervention programs.
	Japan International Cooperation Agency (JICA)	Interested in the outcomes and benefits of the Project.
	New Zealand Ministry of Foreign Affairs and Trade (MFAT)	May be interested in collaboration with activities.
	Organization of the Petroleum Exporting Countries (OPEC)	
	United States Agency for International Development (USAID).	
	United Nations Children's Fund (UNICEF)	
Non-government and civil society organizations (NGOs, CSOs)	Organizations focusing on topics such as: • Education. • Rural development. • Conservation. • Environmental management. • Climate change. • Woman, youth, and children's rights • Persons living with mental or physical disabilities rights. • Gender-based violence (GBV) service providers.	Interested in the outcomes and benefits of the Project. Several NGOs have experience in delivering teacher education programs. May be interested in collaboration on activities such as training partnerships in subcomponent 2.2. Potential concerns regarding environmental and social impacts. Potential educational/outreach opportunities to increase awareness and acceptance of the Project. Collaboration with GBV service providers for management of Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) related risks including implementation of grievance mechanism (GM) for SEA/SH-related grievances.

Groups	Organisation	Interest in the Project
Suppliers	Various suppliers	Supply of goods and materials to contractors and/or subcontractors constructing subprojects and/or providing materials.
Contractors	Various building and civil works contractors	Potential to be contracted or subcontracted to construct subproject activities.
Essential Service Providers	Essential service providers such as: • Electricity providers. • Water service providers.	Opportunities to influence designs to cause minimal impacts to communities, including on vulnerable people.

5 Stakeholder Engagement Program

5.1 Summary of stakeholder engagement done during project preparation

During project preparation, initial meetings were conducted between NDoE and the WB as part of WB Missions. The aim of these initial meetings was to define the Project components and activities. Feedback received during these consultations was considered and incorporated into the design of the Project components.

A consultation was held as part of the Local Education Group (LEG meeting) on 10th December 2024. The purpose was to introduce the Project and its activities, outline the potential environmental risks and impacts, and present the Project's E&S risk management instruments to key Government, CSO, and NGO stakeholders. A summary of the main recommendations received is included in the table in Annex 1 and were integrated into the SEP and other Project documents, as appropriate. The minutes are included as Annex 2.

Table 2: List of Stakeholders consulted during Project and ESF Instrument Preparation

Description	Name/Group	Date/Time period	Meeting Purpose
World Bank PASA Mission(s)	NDoE, WB, DFAT	August 4-17, 2024	Discuss IDA financing for an education project. Explore Australia's interest in co-financing a potential World Bank (IDA)-financed operation in Education.
	NDoE, WB	September 18 – October 5, 2024	Advance discussions on what a World Bank-financed operation could support. Agree on potential focus areas.
Informal discussions	NDoE, WB, and DFAT	Ongoing	Ongoing discussions with WB and DFAT about project scope and focus areas.
Local Education Group (LEG) meeting	Government, CSOs, and NGOs	10 th December 2024	Present the Project and activities, discuss the key E&S risks and issues, and draft Project E&S instruments.

5.2 Stakeholder engagement strategy

Consultations will be further undertaken, including with provincial education authorities, church groups, schools and communities, as project activities and locations are further defined during project implementation. Most public and community meetings will be facilitated by the NDoE PMU. Site visits and focus group meetings/discussions will be conducted to seek feedback on Project activities at the provincial level by Community Engagement and E&S Officer(s) to be appointed in the Provincial Project Offices (PPOs) to be established in the Provinces.

To strengthen the Project's transparency and accountability to community stakeholders, the Project will develop activity specific Stakeholder Engagement and Communications Action Plans (SECAPs), to support the implementation of the SEP and downward reporting to communities. The reporting must be done in a manner that can be understood by rural populations with low literacy levels (e.g., using infographics and simple language) and disseminated through a variety of methods including media releases, newspapers articles, brochures and radio stations, and face to face meetings, community consultations posted on the town/village level notice boards.

The NDoE will ensure regular updates via the PMU periodically with key project updates and reports on the Project's environmental and social performance. The information on grievance mechanism (GM) will also be provided through the Project web page (to be developed).

The following engagement tools may also be developed for the Project:

- Social media page(s)
- Presentations (printed and electronic) – for virtual and face-to-face meetings.
- Flyers / brochures - for handouts to communities.
- Posters/notices - for displaying on community noticeboards.
- Project performance scorecards - for providing detailed information about the Project and its progress.
- Others to be defined during Project implementation.

5.3 Language

Meetings will be carried out with ethnically diverse groups and will be held in English, Tok Pisin, Tok Motu, and/or relevant Tok Ples, depending on the situation and stakeholder group's preference. Translators will be used where required, noting that other community members are generally happy to assist in translating into Tok Ples during community discussions for the benefit of other community members. Detailed reports will be prepared in English. Materials that target community stakeholders (e.g., summary reports, brochures and posters/notices) will be culturally appropriate and prepared in Tok Pisin, Tok Motu and/or relevant Tok Ples, depending on the target audience.

5.4 Measures for engaging vulnerable and marginalized groups

The Project will ensure that awareness raising and stakeholder engagement with disadvantaged or vulnerable individuals or groups take account of such groups or individuals' particular sensitivities, concerns and cultural sensitivities and ensures a full understanding of Project activities and benefits. Vulnerability may stem from a 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 individuals will require the application of specific measures and assistance designed to facilitate their participation in Project-related decision making so that their awareness of, and input to, the overall process is commensurate to those of the other stakeholders.

When engaging with women, youth, people living with disabilities and other vulnerable groups including residents of remote and under-served areas, the project will identify and employ appropriate Information, Education and Communication (IEC) strategies to reduce barriers to participation and ensure their views are heard and incorporated in activity planning and prioritization. Such arrangements could include:

- Hiring female staff to facilitate the engagement.

- Engaging a Communication and Stakeholder Engagement Officer with expertise in participatory methods.
- Conducting women and youth only consultations.
- Scheduling community meetings at locations and times convenient for women, youth, and people with disabilities/caretakers.
- Using user-friendly communication methods and ensuring materials are language and literacy appropriate.
- Liaising with women/youth/disability organizations and working through their networks to encourage involvement.
- Sharing information through community and church leaders and local government officials.
- Providing materials made in formats and languages needed for meaningful participation—for example, documents in electronic format, Braille, large print, and easy-to-read-and-understand formats at an appropriate level of technical detail. Oral presentations can be used for vision-impaired stakeholders.

5.5 Strategy for engaging ethnic groups during implementation

PNG is one of the most culturally diverse countries in the world with over 800 languages and over 1,000 distinct ethnic groups and not one dominant group. Despite this diversity, common elements exist between groups and navigating differences in language, culture, and custom is part of everyday life in PNG and national programs are adept at dealing with this. The Project will ensure that stakeholder engagement and information disclosure activities are designed and implemented using culturally appropriate approaches to identify and address any economic or social constraints that may limit opportunities to benefit from or participate in the project.

Strategies will include:

- Utilization the strengths of the PNG state and commonalities between ethnic groups in target provinces such as government structures/organizations, shared language (i.e. Tok Pisin, Tok Ples and/or Tok Motu) and shared religion/beliefs (i.e. Christianity/animism) to guide broader communication and engagement approaches.
- Conducting rapid assessments in target provinces and communities to identify cultural groups (both traditional communities and settlers) and their language, decision-making structures and traditional communication channels and inform the design of nuanced community level communication and engagement approaches.
- Utilize the strengths of implementing partners such as church groups and other CSOs located within target provinces and communities to input into the design and lead delivery of community level communication and engagement approaches.

5.6 Stakeholder engagement plan

An indicative stakeholder engagement plan is outlined in Table 3.

Table 3: Indicative Stakeholder Engagement Plan

Project Stage	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Planning and design of activities and subprojects	Participatory planning for activities and subprojects.	Focus groups Face-to-face meetings Consultations	Project Partners Relevant PNG government agencies Funding Partners Other Development Partners Higher Education Institutions NGOs and CSOs	NDoE PMU
Design and siting of activities and subprojects	Siting of infrastructure-confirmation that subproject would not result in physical or economic displacement, or restriction of access to natural resources.	Face-to-face meetings and other methods such as focus group discussions and beneficiary surveys, as necessary to ensure vulnerable people are included ¹	Project Partners Relevant PNG government agencies Sub-national level Governments Provincial Building boards Schools, Parents, Students, Communities	NDoE PMU E&S Specialist PPO Community Engagement and E&S Officer (s)

¹ Such arrangements could be hiring appropriate trainers scheduling community meetings/training at locations and times that are convenient for women and people with disabilities; providing on-site child care arrangements and ensuring adequate breaks during community meetings and trainings; using such as infographics, video, music, storytelling and other low literacy friendly communication methods; liaising with women/youth/disability organizations as part of project outreach strategies; incorporating messaging encouraging vulnerable groups to join the Project into community outreach strategies and communication brochures; use of communication and social networks (such as church, women's, sports, and youth groups) to spread messages to community leaders and vulnerable groups to join the project; providing translation services for people with speech/hearing impediments during training if required; incorporating minimum quotas for women and youth community training and committees; socializing community leaders and male champions in the benefits of including vulnerable groups in project activities; and the mainstreaming of disability considerations into activity design.

			People residing in the Project areas, including vulnerable or disadvantaged groups. Landowners Funding Partners Suppliers Contractor(s) Essential Service Provider(s)	
Planning /design	Land access procedures and requirements.	Face-to-face meetings	Landowners Schools Churches	NDoE PMU E&S Specialist PPO Community Engagement and E&S Officer (s)
Annually throughout implementation stage	Performance of the Project over the previous year.	Performance scorecard posted to notice boards, face-to-face meetings with community, schools, church groups, ECEs.	Project Partners Community, schools, church groups, ECEs (potential project beneficiaries)	PMU
Prior to, during and after construction of activities and subprojects	Construction progress (timing, likely impacts, etc.), grievance mechanism.	Face-to-face meetings Flyers/brochures Project website updates Social media	People residing in the project area(s), including vulnerable or disadvantaged groups	NDoE PMU E&S Specialist PPO Community Engagement and E&S Officer (s)
Six-monthly throughout the implementation phase	Key project updates and reports on the project's	Project website	All stakeholders (project partners, affected persons including vulnerable	PMU

	environmental and social performance.	Social media	and disadvantaged groups, interested parties)	
Six-monthly throughout the implementation phase	Implementation support missions	Face-to-face and teleconference meetings; site visits	Project Partners	PMU
Implementation	Environmental, Social and Health and Safety, Worker grievance mechanism.	Formal and on-the-job training	Project workers	NDoE PMU E&S Specialist
Implementation	Environmental, Social and Health and Safety, worker's grievance mechanism.	Disclosure of site based environmental and social risk management instruments in villages/towns level; Site visits and meetings	Works contractor(s) Project Partners	NDoE PMU E&S Specialist PPO Community Engagement and E&S Officer (s)

Table 4: Indicative Disclosure Plan

Project Stage	Target Stakeholders	List of information to be disclosed	Method Proposed
Prior to implementation	All	• ESCP • ESMF including GBV Action Plan and LAP. • Stakeholder Engagement Plan (i.e., this document) • Relevant overview information about LEAP including NDoE as the lead implementing agency and project related roles and responsibilities	High level stakeholder consultations. Once documents are approved by WB, upload them onto NDoE's website (https://www.education.gov.pg/), the WB website (www.worldbank.org) and others. Summary materials and hard copies made available in locally accessible places. Email copies to key individuals and organizations.
Early in implementation phase	All	Clear information on how feedback, questions, comments, concerns, and grievances can be submitted by any stakeholder. Clear information about their direct or indirect roles and responsibilities, their anticipated contribution and requirements in terms of advice and directions or authorizations or approvals. Updated E&S documents (ESMF, SEP) Grant Manuals	Website(s), face-to-face meetings with community (including vulnerable people), notice boards, flyers/brochures, social media.

Early in implementation phase	Communities including vulnerable or marginalised groups	Inform communities about activities and civil works, likely disruptions to pedestrians, teachers, students, parents, any school or classroom disruptions, planned power outages, traffic management issues etc. GM. Make communities aware about potential health and safety risks arising due to project implementation and their responsibilities to mitigate the effects.	To be confirmed but may include notices on bulletin boards of Government offices, public buildings, local community halls, websites, social media.
Implementation	Potential civil and building works contractors	Project bidding documents (including E&S related requirements). Contractors on-boarding and project closing requirements Specific building boards regulatory requirements.	Email and hard copy
Implementation	People residing in the project area(s) including vulnerable or marginalized groups	Subproject specific E&S management tools (ESMPs, LDDRs) if needed. Purpose of intervention and PNG's aspiration to improve quality and outcomes of education.	Face-to-face meetings

5.7 Key Messaging

The key messaging will be reviewed early in project implementation and as Project activities within each component are further defined. The key messaging will also be included in the activity specific SECAP(s). However, throughout the Project the following messaging will be consistently provided to stakeholders:

General:

- LEAP is a PNG Government initiative for which the WB is providing funding.
- LEAP will be implemented by the NDoE.
- Project aligns with PNG's aspiration to improve quality and outcomes of education.
- NDoE is committed to the prevention of school related GBV, SEA/SH, and VAC at all project locations.
- NDoE will look for ways to enhance social and environmental outcomes, where possible.
- Community involvement during project implementation is important to the NDoE.
- The project emphasizes access and inclusion for children with disabilities.
- A GM is available to all affected and interested parties who may have a concern or question about the project or its activities.

Component 1:

- How to access teacher training and learning resources.
- How to access playgroup 'start-up kits'.
- How to apply for grants and how investments will be prioritized.

Component 2:

- How to access in-service teacher training and support.
- Teacher guides with lesson plans are tailored to address specific learning needs of second-language English learners.
- School management trainings will include strategies to improve gender equity and disability inclusion.
- Information about the primary teacher diploma upgrading.

Component 3:

- Setting up basic solar power in secondary schools aims to reduce the carbon footprint and promote the use of renewable energy sources.
- Information on the provincial needs assessment and how investments will be prioritized.
- How to apply for infrastructure maintenance and repair grants and how investments will be prioritized.
- Environmental impacts during construction and when operational will be minimum.

6 Resources and Responsibilities for implementing stakeholder engagement activities

6.1 Resources

The NDoE PMU will oversee stakeholder engagement activities, with assistance in the provinces provided by the Provincial PPOs.

The budget for Citizen Engagement (including GM management, communication trainings, and outreach) is included as part of the envelope of funding for component 4.

6.2 Management functions and responsibilities

The PMU will have the overall responsibility for Project implementation. The PMU will take a leading role in the implementation of the SEP and GM. Community Engagement and E&S Officer (s) in the PDoE PPOs will be responsible for coordinating local community meetings and in engaging landowners on land access agreements (if needed).

The key parties involved in the stakeholder engagement process and their responsibilities are provided in Table 5.

Table 5: Responsibilities for Implementation

Party	Responsibilities
PMU E&S Officer	Implementing the GM (Level 3). Overseeing and coordinating stakeholder engagement activities. Preparing SECAPs for specific activities. Record keeping. Monitoring and reporting on E&S performance to the project team and the WB. E&S training.
PMU Gender and GBV Specialist	Finalize appropriate communication tools in consultation with E&S Officer, PMU, and PPO Community Engagement and E&S Officer (s). Develop and finalize key communication messages to sensitize the community and enhance awareness. Make available communication materials in public events, consultation, meetings, and outreach programs.
Provincial Divisions of Education PPOs	Community Engagement and E&S Officer (s) will be responsible for the GM at the local level (Level 2). Coordinating local level stakeholder and community engagement activities. Liaising with community members on the performance of the project. Providing updates on timing and locations of project activities Engaging landowners, schools, churches on land access agreements (if needed)
Church Education Agencies	Principals will be focal point(s) for students and teachers for incidents at private schools (Level 1)
School Principals(s)	Principals will be focal point(s) for students and teachers for incidents at a school level (Level 1).

Design Team(s)	Responsible for incorporating the principles of stakeholder-led design through participatory design approaches.
Civil Works Contractor(s)	Responsible for undertaking stakeholder engagement specific related to physical works construction (as needed).

7 Grievance Mechanism

A GM will be established for the Project. A summary of this mechanism, including objectives, procedures as well as recording keeping, reporting and evaluation requirements are summarized below.

7.1 Objectives

The purpose of the Project GM is to receive, assess, and facilitate resolution of project related concerns and grievances, at no cost and without retribution. The GM will be proportionate to the potential risks and impacts of the Project and will be accessible and inclusive. The mechanism is also used to improve the social performance of the Project. It will consider the traditional mechanisms for raising and resolving issues.

The Project GM aims to:

- Provide affected people with avenues for making a complaint or resolving any dispute that may arise during the implementation of the Project.
- Ensure that mutually acceptable redress actions are identified and implemented promptly, in a culturally appropriate manner, to the satisfaction of complainants.
- Avoid the need to resort to judicial proceedings.

Participation in the grievance process does not negate an individual's right to pursue other remedies as provided under PNG law.

The Project's GM will also outline a process for handling cases of SEA/SH. A GBV response protocol is provided in the SEA/SH Action Plan (as an annex to the ESMF). This protocol will ensure a survivor-centric approach to the management of grievances, including a focus on referring survivors to GBV services.

7.2 Procedure

The GM is designed in accordance with the risks and adverse impacts anticipated for the Project. If addressed in a timely manner, using an understandable and transparent process, the concerns and complaints of potentially affected people will usually be resolved.

The GM for the Project follows a tiered approach, where issues and complaints are initially managed at the local level. Grievances that are complicated or cannot be 'resolved' are escalated. If the grievance allegations call for an outside expert evaluation and the participation of a required decision-making authority, the NDoE PMU can facilitate required engagement and oversight accordingly to resolve the issue.

The Project level process will not impede affected person, or persons access to the PNG legal system. At any time, a complainant may take the matter to the appropriate legal (Police) or judicial authority as per the laws of PNG. These matters may include where an alleged crime had occurred such as illegal use of drugs, violence, child labor, GBV/SEA/SH/VAC and so forth. The Project will not interfere with any formal legal process relating to a complaint.

The key stages of the process for the Project are described below.

7.2.1 Description of the Project Grievance Mechanism (GM)

Table 6: Illustrative Table on the GM Steps

Step	Description of process	Timeframe	Responsibility
GM implementation structure	Level 1 – School Level. If the complaint is not resolved within the allocated time, the complaint will be referred to Level 2. Any serious or sensitive grievances will be elevated to the NDoE PMU immediately. If preferred by the aggrieved person, the grievance can also be lodged directly with the NDoE PMU and contact details for this avenue will be provided.	within 15 days	Principals(s)
	Level 2 – Provincial Level. If the complaint is not resolved within the allocated time, the complaint will be referred to Level 3. Any serious or sensitive grievances will be elevated to the NDoE PMU immediately. If preferred by the aggrieved person, the grievance can also be lodged directly with the NDoE PMU and contact details for this avenue will be provided.	within 15 days	PPO Community Engagement and E&S Officer(s)
	Level 3 – National. The NDoE PMU will ensure that the grievance is investigated, and a proposed resolution is provided within 15 days, from when the grievance is registered. If the complaint is not able to be resolved within the allocated time, it will be referred to Level 4.	within 15 days	NDoE PMU E&S Specialist
	Level 4 – Legal proceedings. If the aggrieved person is still dissatisfied, the case may be referred to legal proceedings in accordance with national laws and procedures. This will be at the aggrieved person's cost unless otherwise determined by the PNG legal court decision.	As necessary	Relevant legal or judicial authority

Step	Description of process	Timeframe	Responsibility
Grievance uptake	Complainants can submit grievances either orally or in writing. A variety of channels will be established including: • In-person. • Grievance or suggestion boxes located in provinces. • Toll-free telephone hotline. • Short Message Service (SMS). • E-mail. • Social media. • Letter. • Online website form. Complaints may be made anonymously, and confidentiality will be ensured in all instances, including when the person making the complaint is known. Language barriers and insufficient literacy levels shall also not prevent any person from lodging a complaint.	Available throughout Project implementation	Principal(s) (level 1) PPO Community Engagement and E&S Officer(s) (level 2) NDoE PMU E&S Specialist (level 3)
Sorting, processing	Any complaint received is forwarded by the focal person to the NDoE PMU E&S Specialist; logged in a Grievances Register (to be developed); categorized according to the following complaint types: • Excessive dust generation. • Damage to buildings and/or assets • Excessive noise • Traffic congestion • Changes to land or property access • Eligibility criteria and entitlements • Disruption of services • Exclusion from project benefits • Dissatisfaction regarding land and/or asset disturbance • Temporary or permanent loss of livelihoods • School related Gender Based Violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), Violence Against Children (VAC) • Others to be determined	Upon receipt of complaint	Principal(s) (forwarding the complaint) PPO Community Engagement and E&S Officer(s) (forwarding the complaint) NDoE PMU E&S Specialist (logging and categorizing the complaint)

Step	Description of process	Timeframe	Responsibility
Acknowledgement and follow-up	Receipt of the grievance is acknowledged to the complainant by the Principal (level 1), PPO Community Engagement and E&S Officer, (level 2) or the NDoE PMU E&S Specialist (level 3)	Within 2 days of receipt	Principal (Level 1) PPO Community Engagement and E&S Officer(s) (level 2) NDoE PMU E&S Specialist (level 3)
Verification, investigation, action	Investigation of the complaint is led by the Principal (level 1), the PPO Community Engagement and E&S Officer (s) (level 2) or the NDoE PMU E&S Specialist (level 3).	Within 10 working days	Principal (Level 1) PPO Community Engagement and E&S Officer(s) (level 2) NDoE PMU E&S Specialist (level 3)
	A proposed resolution is formulated by the Complaint Committee and communicated to the complainant by the NDoE PMU E&S Specialist (level 3 complaints).		Complaint Committee composed of PMU E&S Specialist, PMU Project Manager, and additional persons to be confirmed by the NDoE
Monitoring and evaluation	Data on complaints are collected in the GM Register and summaries of complaint types, actions taken, and progress made in terms of resolving pending issues will be reported to the WB as part of the six-monthly reports.	Six-monthly	NDoE PMU E&S Specialist
Provision of feedback	Feedback from complainants regarding their satisfaction with complaint resolution is collected by the NDoE PMU Project Manager.	On-going	NDoE PMU Project Manager
Training	Training needs for staff/consultants in the schools, PDoE, NDoE PMU, and Contractors are: • How to receive a complaint. • Who to forward the complaint to. • How to keep the complainant anonymous (if required). • How to manage complaints regarding school related GBV, SEA/SH, VAC.	On-going	NDoE PMU E&S Specialist

There will be a specific GM for project workers which considers culturally appropriate ways of handling the concerns of direct and contracted workers. The Project Workers GM is included in the Labor Management Procedures as part of the ESMF.

7.3 School Related Gender Based Violence Considerations

The Project's GM will be updated during early project implementation to include details of how reports of GBV, including SEA/SH, will be received, resolved, and documented.

As per the project's GBV Action Plan (which is provided as Annex 5 of the ESMF) the following elements will be integrated into the GM to respond to cases of GBV:

Reports of SEA/SH involving a Project Worker.	School-Related GBV involving a child victim / survivor.	GBV involving an adult beneficiary, such teachers, and non-teaching staff.
GM process to take disciplinary action against a Project Worker for a breach of the Code of Conduct.	Child protection and mandatory reporting as per the <i>Lukautim Pikinini Act</i> and NDOE policies.	Survivor(s) will be referred to specialist GBV services.

The process to receive and respond to complaints of GBV, including SEA / SH, will apply a survivor centered approach to ensure that the rights of the survivor are upheld.

Anyone receiving or handling complaints of GBV must receive training so that they do not revictimize and retraumatize survivors or unintentionally cause them harm.

In addition to the Project GM, the Project will also strengthen NDOE and ECE systems to receive and respond to complaints relating to School-Related GBV and child abuse and exploitation, that are reported through the ECE system.

7.4 Awareness/Disclosure of Grievance Mechanism

The Project's GM will be publicly available on relevant national and provincial government websites and the Project website (to be developed).

In the early stages of engagement, project stakeholders and affected communities must be made aware: (i) of how they can access the GM; (ii) who to lodge a formal complaint to; (iii) timeframes for response; (iv) that the process must be confidential, responsive, and transparent; and (v) alternative avenues where conflicts of interest occur.

All stakeholders, in the vicinity of the identified Project activities, will need to be informed of the Project's GM process. Disclosure methods will include community flyers, community, and Project notice boards, translated to Tok Pisin/Ples/Motu. Disclosure will be required for the duration of the Project.

The GM process is to be introduced during all stakeholder engagement activities and publicly disclosed on NDoE's website (<https://www.education.gov.pg/>), to ensure that all relevant stakeholders are aware of this procedure and the specific steps to be taken for lodging a complaint.

8 Monitoring and Reporting

During project implementation, the NDoE PMU will prepare semi-annual Project progress report. Implementation of Stakeholder Engagement including progress in environment and social performance will be incorporated into the progress report and submitted to the WB. The purpose of including E&S performance in semi- annual reporting is to monitor the implementation of this SEP e.g., to enable the NDoE PMU to respond to issues raised during consultations and to alter the schedule and nature of engagement activities to make them more effective etc. The report will include an update on the implementation of the SEP and GM. The report(s) will be disclosed on the NDoE's website

(<https://www.education.gov.pg/>) and distributed to the stakeholders (as requested). Table 7 shows SEP-related indicators used in project progress report.

The NDoE PMU will prepare Incident Notifications for the WB as detailed in the ESCP.

Table 7: Example SEP-related indicators for semi-annual Progress Reports

Engagement: • Number and location of community awareness-raising or training meetings. • Number of men and women that attended each of the meetings above. • Number, location, attendance, and documentation of the meetings held with the authorities and communities or other stakeholders. For each meeting, number and nature of comments received, actions agreed during these meetings, status of those actions. • Number and nature of engagement activities with other stakeholders, disaggregated by category of stakeholder (Governmental departments, NGOs, CSOs). Issues raised by NGOs and other stakeholders, actions agreed with them, and those actions' status. Minutes of meetings will be annexed to the six-monthly reports. • Number and nature of Project documents publicly disclosed. • Number and nature of updates of the Project website. • Number and categories of comments received on the website.
Grievance Mechanism: • Number of grievances received, in total and at the school, provincial, and national levels, on the website, disaggregated by complainant's gender and means of receipt (telephone, e-mail, discussion). • Number of grievances received from affected people, external stakeholders. • Average time of complaint's redress process, disaggregated by gender of complainants and categories of complaints. • Number of grievances which have been (i) opened, (ii) opened for more than 30 days, (iii) those which have been resolved, (iv) closed, and (v) number of responses that satisfied the complainants during the reporting period disaggregated by category of grievance, gender, age, and location of complainant. • Trends in time and comparison of number, categories, and location of complaints with previous reporting periods.

8.1 Reporting back to stakeholder groups

The SEP will be periodically revised and updated by the NDoE PMU E&S Specialist, as necessary during Project implementation. Regularly 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 senior management of the project. The 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 including through the project website, social media and via flyers/brochures. 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 GM, and on the Project's overall implementation progress.

9 ANNEXES

ANNEX 1. Records of Consultation Meetings

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)
NDoE, WB	August 9, 2024	Secretary for Education advised that budget submission centered around five focus areas identified by the Minister for Education: (1) prepare children to be ready to learn; (2) prepare teachers to be ready to teach; (3) prepare school environments to be ready for teachers and children; (4) prepare relevant education pathways at secondary; and (5) modernize the management of the sector.	Could explore opportunities for World Bank IDA financing for a project supporting education.	Secretary for Education to speak with the Secretary for Planning and Monitoring and Secretary for Treasury about opportunities to seek WB IDA financing for a project supporting education.	Complete
NDoE, WB, DFAT	August 14, 2024	Explore Australia's interest in co-financing any potential World Bank (IDA)-financed operation in education	Project team agreed to follow up with DFAT.	Australia to co-finance LEAP.	Complete
NDoE, WB	October 2, 2024	Discussions focused on potential areas for WB IDA funding including Early Childhood Education, training for preparatory to grade 2 teachers, reforming the EMIS, rolling out national student assessments from grade 3, and physical and digital infrastructure to schools.	Project team agreed to progress the project.	Agreement to begin recruiting a Provincial Project Office, selecting target provinces, and holding a December workshop with government agencies to present and gather feedback on the project proposal.	Ongoing
LEG meeting	December 10 th , 2024	Key feedback highlighted the need for clarity and coordination on funding mechanisms, including the mix of	Project team answered questions and provided direct feedback during the meeting.	WB and NDoE to provide clarity on grant funding mechanisms.	Prior to appraisal

		grants and loans, and a strategy to address human resource limitations at sub-national levels for accessing funds.			
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ANNEX 2. Local Education Group Meeting Minutes

Location: Large Conference Room at Vulupindi House, NDoE, Port Moresby

Date: 10/12/2024

Agenda: Dr Kombra, NDoE Secretary, presented an overview of the project. Joy Wang, World Bank Task Team Leader, presented on project design and activities. Sarah Hendrikx, Environmental and Social Specialist, presented on the World Bank environmental and social framework (ESF), the projects key potential environmental and social risks, and the Project's environmental and social risk management system.

Summary of the Discussion

Question: What about the funding amounts for each of the components?

Response: (Joy) Funding is still under discussion and is not yet decided, which is why it has not been included in the presentation.

Question: What will the PMU (Project Management Unit) look like?

Response: (Joy) The PMU will include roles like project coordinator, communications, etc., to run the project, without overburdening the department (NDoE).

Question: Why is a grant money mixed with a loan in the DFAT and WB funding model?

Response: (Lars) This model is used in other projects, such as the Nutrition Project, where funding comes from two parts. The DFAT grant will not need repayment, and this approach enables partnerships with other development partners.

Question: Can human resource limitations at the sub-national level be addressed to facilitate access to funding?

Response: (Lars) PNG will design its own mechanism to transfer funds from the national to the provincial level, with a year to develop this. UNICEF offered a co-financing model that includes district-level coordination and capacity building.

Question: How does JICA fit into this project?

Response: (JICA) JICA is working in priority provinces and can assist with sector coordination and aligning key policies for implementation.

Question: Will this project be included in the next GPE financing round?

Response: Further clarification is needed; this will require confirmation with GPE.

Question: How can we measure the impact of investments in student learning outcomes?

Response: (Dr Kombra) Evidence is needed to show the impact of investments, such as testing control groups and tracking reading improvement percentages. The Acceleration Education program in 180 schools could provide insights. (Lars) PIE's programs in Madang and Western Highlands, like the Reader Booster Programme, offer structured lessons that show potential.

Question: How will environmental risks and requirements be managed, where there are discrepancies between PNG culture and the World Bank?

Response: (Sarah) Gap analyses will be conducted to align with NDoE and PNG systems with World Bank requirements while addressing environmental risks appropriately.

Question: Is there a strategy for e-waste management?

Response: (Sarah) SPREP is working with PNG on developing an e-waste management strategy. The Project will require e-waste to be tracked and appropriately handled and disposed of

Photos from the LEG Meeting



List of Participants

Name	Title	Organization
Dr. Uke Kombra	Secretary for Education	NDoE
Paul Ainui	Deputy Secretary, Curriculum & Standards Directorate	NDoE
Walipe Wingi	Deputy Secretary, Schools Directorate	NDoE
Sabati Mero	First Assistant Secretary, Policy & Planning Division, NDoE	NDoE
Priscilla Rasehei,	First Assistant Secretary, Research & Evaluation Division, NDoE	NDoE
Stanphill Dekama	First Assistant Secretary, Project Management Division	NDoE
Michael Mera	Assistant Secretary, ECE Unit, General Education Services	NDoE
Annemarie Kona	First Assistant Secretary, School Inspections Division	NDoE
Matsu Kumain	Assistant Secretary - Donor Aid Coordination, Project Management Division, NDoE	NDoE
Okera Rumena	Senior Aid Coordination Officer - Donor Aid Coordination, Project Management Division	NDoE
Koji Kida	Education Technical Specialist	JICA
Kengo Hayashi	Education Specialist	JICA

Dr. Chiharu Kondo	Chief of Education	UNICEF
Cathy Patuvii	Senior Education Officer	UNICEF
Varunesh Rao	Education Specialist,	UNESCO
Laura Marson	Counsellor, Education and Leadership	DFAT
Chris Graham	Second Secretary, Education	DFAT
Judith Reen	Team Lead	Partnerships for Improving Education (PIE) program
Clarence Burain	Sub-national Program Manager	PIE
Tim Kerr	GEDSI Specialist	PIE
Ambrose Ruyooka	Project Manager	BEST PNG
Godfrey Bongomin	Senior Education Project Manager	World Vision
Rachael Konaka	Education Specialist	WINGS Education
David Kumie	Project Manager	PEAN
Jacqui Joseph	CEO	Equal Playing Fields
Joy Wong	Senior Education Specialist	World Bank
Lars M. Sondergaard	Lead Economist	World Bank
Sarah Hendrixx	Environmental & Social Safeguards Consultant	World Bank