



# **Stakeholder Engagement Plan (SEP)**

## **Saint Vincent and the Grenadines**

**Windward Islands Sector Transformation for Learning Environment  
Enhancement (WISTLE)  
(P508559)**

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## 1. Introduction and Project Description

### 1.1 Project Objective

The Windward Islands Sector Transformation for Learning Environment Enhancement (WISTLE) Project aims to (i) enhance teacher pedagogical practices at the secondary level; (ii) implement enhanced lower secondary curricula; and (iii) improve reporting and use of data.

### 1.2 Project Description

The WISTLE, which is a regional project, comprises the following component for **Saint Vincent and the Grenadines: Technology Integration for Enhanced Education in Saint Vincent and the Grenadines**. This component will support the implementation of Saint Vincent and the Grenadines' priority reform: *Comprehensive Technology Integration for Enhanced Education*". More specifically, this component's objective is to improve administrative efficiency, strengthen connectivity, and improve integration of technology in the classroom.

*Subcomponent 4.1. Strengthen digital platforms for education management.* This subcomponent will finance activities promoting the use technology and digitalization of administrative processes and improve the use of data for decision making for overall efficiency gains. The Project will finance:

- Implementation of education management information system (EMIS) roadmap, which will include activities such as the development of expanded functionalities for the Learning Management System (LMS), Teacher Management System (TMS), Human Resource Management Information System (HRMIS) and the development of a customized early warning system (EWS) to track at-risk students.
- A study on student dropout and engagement at the secondary level, with an emphasis on young males.
- The design of an early warning system and targeted interventions to address the identified gender gap.
- The implementation of a few cost-effective priority recommendations from the study to increase retention in secondary school.

*Subcomponent 4.2. Strengthen digital infrastructure and governance for improved technology integration.* This subcomponent will support the Ministry of Education and National Reconciliation (MOE) in providing high-quality internet connectivity in selected schools and enhance the institutional framework for the use of EdTech. Three main activities will be supported:

- Improving high-speed internet connectivity in schools and MOE by upgrading access points for the supply of high-speed internet connectivity.
- Creating an enabling environment for digital infrastructure, governance, and technology integration in education by developing an education data policy and a contingency plan to enhance the education system's resilience during emergencies.
- Designing and piloting smart classrooms in grades 4-6 for technology integration to improve teaching and learning experiences. This activity will include the procurement of whiteboards, projectors, digital devices, and software. Teachers will receive specific training to deliver content

personalized to students' needs using technology in a dynamic and engaging learning environment. Improvement in teachers' practices will be measured using the TEACH classroom observation tool.

Further details on the WISTLE are available in the [Project Information Document](#).

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

## 2. Objective and Description of SEP

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

## 3. Stakeholder identification and analysis

### 3.1 Methodology

To meet best practice approaches, the project will apply the following principles for stakeholder engagement:

- *Openness and life-cycle approach*: Public consultations for the project(s) will be arranged during the whole life cycle, carried out in an open manner, free of external manipulation, interference, coercion, or intimidation.
- *Informed participation and feedback*: Information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholder feedback, and for analyzing and addressing comments and concerns.
- *Inclusiveness and sensitivity*: Stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups that may be at risk of being left out of project benefits, particularly women, the elderly, persons with disabilities, displaced persons, and migrant workers and communities, and the cultural sensitivities of diverse ethnic groups.

### 3.2. Affected parties and other interested parties<sup>1</sup>

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project, termed *affected parties*. Specifically, the following individuals and groups fall within this category: Education practitioners (education officers, teachers, principals), Parents and students (primary and secondary education), MOE Data and Information Unit (MOE WISTLE implementation technical focal point), Education Planning Unit, MOE Curriculum Development Unit, MOE Department of Libraries, Archives and Document Services, MOE Human Resources Department (HRMIS, and TMIS), MOE Student Support Services, Compulsory school attendance enforcement unit, School Safety and Research Unit and MOE Department of Training.

The projects' stakeholders also include parties other than the directly affected communities, termed *other interested parties*. These include parties engaged on EdTech, gender, parental engagement, overarching sector oversight and development project financing and coordination. The interested parties are OECS Commission SKIP Project implementation team, Ministry of Health, Ministry of National Mobilization, National Telecommunications Regulatory Commission (NTRC), Information Technology Services Division (ITSD), National Centre for Technology Innovation (NCTI), Ministry of Finance, Economic Planning and Information Technology (MOF), Government Personnel Department, National Emergency Management Organisation (NEMO), Counseling Association, Saint Vincent and the Grenadines Community College Division of Teacher Education, and National parent teacher association. Other interested parties include, development partners and related project implementation units working on EdTech, curriculum development, and educators professional development, such as the GPE (OECS PEARL, EMIS), CDB (teacher training, gender equality and inclusion), World Bank (CARDTP and DDM projects), UNICEF (EdTech), UNESCO (education continuity, Policy planning, teacher training), European Union, and Global Affairs Canada<sup>2</sup>, and Partnership Compact broad-based stakeholder committee which will be developed to coordinate the implementation and monitoring of the Compact would also have an interest in the Project. The regional nature of the Project and complementarity with initiatives under development by the OECS Commission warrants consultation with the Commission during preparation and implementation.

### 3.3. Disadvantaged/vulnerable individuals or groups<sup>3</sup>

Within the Project, vulnerable or disadvantaged groups may include but are not limited to students with disabilities, their parents and education practitioners with disabilities and displaced students and educators. Groups which broadly represent the interests of people with disabilities such as the Association for People with Disabilities – the Helping Hands Centre and the National Society for Persons

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<sup>1</sup> **Affected Parties:** Persons, groups, and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures.

**Other Interested Parties:** Individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way.

<sup>2</sup> Global Affairs Canada is financing the Blueprints for gender equality project with a focus on integrating Gender equality and social inclusion into public policies, programs and services

<sup>3</sup> **Vulnerable Groups:** Persons who may be disproportionately impacted or further disadvantaged by the project(s) compared with any other groups due to their vulnerable status' and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

with Disabilities will be consulted. The MOE education officers assigned to issues on special educational needs will work alongside the implementing unit team to engage and consult with this group of stakeholders to ensure their interests are represented during the Project life cycle. Students attending schools in rural areas, single-parent households, the unemployed are some other vulnerable groups within the communities. These and other vulnerable groups within the communities affected by the Project may be added, further confirmed, and consulted through dedicated means, as appropriate. It is key that these and any other disadvantaged and vulnerable individuals and groups are captured in the project's stakeholder engagement process as including them in the data collection process is significant to the project's success. To ensure the project does not further exacerbate the existing inclusion patterns, careful attention will be paid to addressing both inclusion and exclusion errors which are present within the current methods used to collect data. The EMIS will collect data on gender and disability. The project will incorporate citizen engagement into its design and include a beneficiary feedback indicator in its result framework. Description of the methods of engagement that will be undertaken by the project is provided in Table 1.

Table 1. Stakeholder group, nature of interest and method to consult

Stakeholder	Nature of Interest	Method to Consult	Timing of Consultation
<b>Project-Affected Parties</b>			
MOE leadership	<ul style="list-style-type: none"> <li>- Project outputs and outcomes. The timing of deliverables and benefits to stakeholders.</li> <li>- Factors that may affect access to Project initiatives and options for equitable access.</li> <li>- Project risks and mitigation measures.</li> <li>- EMIS policy development and implementation of roadmap, lessons learned, good practices, regional synergies, economies of scale</li> </ul>	<ul style="list-style-type: none"> <li>- Formal meetings</li> <li>- Structured agenda</li> <li>- Email</li> <li>- Reports, notices</li> </ul>	<ul style="list-style-type: none"> <li>- Project preparation</li> <li>- August 2025 (after Project effective date)</li> <li>- During Project implementation</li> <li>- Prior to launch of activities of potential interest</li> </ul>
Education practitioners (education officers, teachers, principals)	<ul style="list-style-type: none"> <li>- Project outputs and outcomes. The timing of deliverables and benefits to stakeholders.</li> <li>- Factors that may affect access to Project initiatives and options for equitable access.</li> <li>- Project risks and mitigation measures.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus group discussions</li> <li>- Formal meetings</li> <li>- Emails, letters</li> <li>- Beneficiary survey</li> <li>- Bulletin and notice boards</li> <li>- Social media</li> </ul>	<ul style="list-style-type: none"> <li>- Project preparation</li> <li>- August 2025 (after Project effective date)</li> <li>- During Project implementation</li> <li>- Prior to launch of activities of potential interest</li> </ul>
Parents and students	<ul style="list-style-type: none"> <li>- Project's outputs and outcomes, the timing of these deliverables and benefits</li> <li>- Factors that may affect access to Project initiatives and options for equitable access.</li> <li>- Project risks and mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>- Focus group discussions</li> <li>- Consultations</li> <li>- Emails, letters</li> <li>- Beneficiary survey</li> <li>- Bulletins, newsletters and notice boards</li> <li>- Social media</li> </ul>	<ul style="list-style-type: none"> <li>- During Project implementation</li> <li>- Prior to launch of activities of potential interest</li> </ul>
MOE Data and Information Unit	<ul style="list-style-type: none"> <li>- Project areas for technical leadership and coordination.</li> <li>- Project risks and mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings</li> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	<ul style="list-style-type: none"> <li>- Project Preparation</li> <li>- During Project implementation</li> <li>- Prior to launch of Project activities</li> </ul>

Stakeholder	Nature of Interest	Method to Consult	Timing of Consultation
MOE Departments and units - Education Planning Unit - Curriculum Development Unit - Department of Libraries, Archives and Document Services - Human Resources Department - Student Support Services - Department of Training - Compulsory school attendance enforcement unit - School Safety & Research Unit	<ul style="list-style-type: none"> <li>- Project areas for technical leadership</li> <li>- Project outputs and outcomes. The timing of deliverables and benefits to stakeholders.</li> <li>- Factors that may affect access to Project initiatives and options for equitable access.</li> <li>- Project risks and mitigation measures.</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings</li> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	<ul style="list-style-type: none"> <li>- Project preparation</li> <li>- During Project implementation</li> <li>- Prior to launch of activities of potential interest</li> </ul>
<b>Other interested parties</b>			
Government Ministries, Departments and Agencies - Ministry of Health - Ministry of National Mobilization, Social Development, Family, Gender Affairs, and Persons with Disabilities - ITSD - National Centre for Technology Innovation	<ul style="list-style-type: none"> <li>- Project outputs and outcomes, including EMIS interoperability, Data Policy, EdTech Policy</li> <li>- The timing of deliverables and benefits to stakeholders.</li> <li>- Project risks and mitigation measures.</li> <li>- Data privacy and security</li> </ul>	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- One-on-one interviews</li> <li>- Internal government and MOE notices and communication channels</li> <li>- Workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Project Preparation</li> <li>- During Project Implementation</li> <li>- Prior to implementation of EDTech activities and policy development.</li> </ul>
NTRC	<ul style="list-style-type: none"> <li>- Project outputs and outcomes (internet connectivity). The timing of deliverables and benefits to stakeholders.</li> <li>- Project risks and mitigation measures.</li> </ul>	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	<ul style="list-style-type: none"> <li>- Project Preparation</li> <li>- During Project Implementation</li> <li>- Prior to implementation of internet connectivity activities</li> </ul>
Saint Lucia MOE PIU and EMIS team	Regional synergies, coordination, lessons learned, economies of scale, information sharing	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	<ul style="list-style-type: none"> <li>- During Project implementation</li> <li>- Prior to development of EdTech and smart classroom activities</li> </ul>
Government Personnel Department	Advisory and guidance	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	<ul style="list-style-type: none"> <li>- During Project implementation</li> <li>- Prior to development of training activities for educators and development of policies</li> </ul>
NEMO	Advisory and guidance	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- One-on-one interviews</li> </ul>	During Project implementation
National parent teacher association  National Principals association	<ul style="list-style-type: none"> <li>- Project implementation, outputs and outcomes, the timing of these deliverables and benefits</li> <li>- Factors that may affect access</li> </ul>	<ul style="list-style-type: none"> <li>- Focus group meetings and discussion</li> <li>- Social media</li> <li>- Correspondence to leaders of organisation</li> </ul>	During Project implementation

Stakeholder	Nature of Interest	Method to Consult	Timing of Consultation
Counseling Association  Community College, Department of Teacher Education	to Project initiatives and options for equitable access. - Project risks and mitigation measures		
Ministry of Finance, Economic Planning and Information Technology,	Project implementation, outputs, and outcomes. Risks and mitigation strategies	- Structured agenda - One-on-one interviews - Implementation Support Mission Meetings - Implementation Status and Results Report	During Project preparation and implementation
Development Partners and related project implementation units	Project implementation, outputs, and outcomes. Risks and mitigation strategies. Donor coordination Knowledge transfer. Lessons learned	- One-on-one interviews - Education Partners Forum	During Project preparation and implementation
Partnership Compact broad-based stakeholder committee	Project implementation, outputs, and outcomes. Risks and mitigation strategies	Structured agenda	During Project implementation, schedule to be determined
<b>Disadvantaged and vulnerable individuals or groups</b>			
Students and teachers with Disabilities	Project information, including aspects on gender inclusion and GRM	- Community consultations - One-on-one interviews - Focus group discussions - Notices, brochures - Letters	During Project preparation and implementation
SEN Providers, including Association for People with Disabilities, the Helping Hands Centre	Project information, including aspects on inclusion and GRM. Project information, including aspects on inclusion and GRM.	- Emails - Focus group discussions - One on –one interviews	During Project preparation and implementation
National Society for Persons with Disabilities	Project information, including aspects on inclusion and GRM.	- One on one interviews - Focus group discussions - Emails	During Project preparation and implementation
Displaced students and educators	Project information and issues of access to EdTech initiatives.	- Community consultations - Focus group discussions - Letters, brochures	During Project preparation and implementation
Students attending school in rural areas	Project information and issues of access to EdTech initiatives.	- Community consultations - Focus group discussions - Letters, brochures	During Project preparation and implementation
Students and households on low-income	Project information and issues of access to initiatives (for example parent’s access to EMIS parent functions and student’s access to LMS.	- One on one interviews - Community consultations - Letters, brochures	During Project preparation and implementation  Prior to the completion of relevant activities such as EMIS, LMS

To gain the feedback and input from the stakeholders who may be less able to participate in consultation activities such as students with disabilities, individuals from low-income households, and parents who are single head of households, specific strategies are required, for example, specific group



discussions, selection of central locations which are accessible to the target groups, use of culturally appropriate language, such as sign language, if needed. Further considerations are provided in Table 2.

Table 2. Potential factors limiting full participation of stakeholders and mitigation measures

Factors	Vulnerable population	Mitigation measure
Access to technology	Individuals with no internet access, or unreliable access	Rely on dissemination of project information via radio and community newspapers, make hard copies of key documents available from community-based locations, and offer opportunities for one-on-one consultation via phone or WhatsApp
Disability	Impaired hearing or vision, limited literacy	Ensure availability of different channels to disseminate information and obtain feedback (oral, written, virtual, including sign language).
Language	Sign language may be required for stakeholders who have hearing difficulties.	Where virtual consultation is provided, sign language is used as appropriate. For in-person, ensure sign language is available, where appropriate. Use inclusive language.
Time	Individuals requiring more time to prepare to attend event, for example single parents, stakeholders with non-traditional work hours	Not applicable for virtual consultation. For in person, provide on-site care for children during the consultation. Have consultations occur in communities rather than in major urban centers.
Transport	Individuals with limited access to a private vehicle and/or located in remote communities	Not applicable for virtual consultation. For in person, consider a monetary allocation for participants to secure their attendance. If several stakeholders are from a particular vicinity a single means of transport can be contracted.
Location	For individuals with limited mobility or capacity to travel to primary urban centers.	Not applicable for virtual consultation. The design of consultation events should ensure communities in remote locations are reached through several consultation methods, including but not limited to radio, hard copy brochures, in-person community events. Also ensure that venue is accessible.
Financial	Individuals who are employed and poor with limited disposable income have financial constraints affecting their participation in consultations.	Convene meetings in locations accessible to stakeholder groups and consider financial constraints which may affect attendance. Provide incentive such as refreshments.

## 4. Stakeholder Engagement Program

### 4.1. Summary of stakeholder engagement done during project preparation

During project preparation, public consultation meetings were conducted with a technical working group from the MOE, to design the Project. As a precursor to preparation of this project, the Partnership Compact was developed, and this informs the WISTLE components. The development of the Partnership Compact involved the formation of a technical working group consisting of personnel from different Departments within the Ministry of Education – Data and Information Unit, Education Planning Unit,

EMIS Unit and the Curriculum Unit. Other members were from the Gender Affairs within the Ministry of Mobilisation. These consultations were held on December 7, 21 and 22, 2023, January 4, 5, and 22, 2024, and March 25 and 26, 2024. Thirty-five participants including 14 females attended the March 2024 consultations.

Discussions and consultations were held with personnel within the Ministry of Finance, and members of the Education Advisory Board. Meetings were convened with other education stakeholders, development partners and government agencies. Regional and international partners including the following participated at various stages in the development of the Partnership Compact: OECS, CARICOM, UNICEF, UNESCO, CDB, SUMMA-KIX LAC, and GPE.

In November 2024 project preparation consultations were held to determine the priority reform areas for system transformation grant financing within the Project. These consultations held with the MOE technical working group discussed the WISTLE Project components, theory of chain, budget and requirements on gender, climate, inclusion, and stakeholder engagement. In January 2025, further consultations were held with technical teams to finalise the budget, implementation arrangements, lessons learned, refinement of components and agree on project beneficiaries. Consistently the consultations involved the same group of MOE technical experts.

The follow-up actions from these consultations resulted in a technical assistance mission to Saint Lucia and Saint Vincent and the Grenadines by an EdTech expert. The EMIS consultations held with the MOE technical teams in March 2025 included the presentation of EMIS diagnostic assessment findings, an update on EMIS procurement process, discussion of scope of business requirements, development process and agreement on way forward, review of key policy issues requiring incorporation into draft EMIS policy, discussion on three-year implementation plan, review of human resource requirements within Ministry of Education and EMIS implementation arrangements. Feedback received during consultations was focused on strategies for transformation of the education system based on a priority reform and was considered within the Project Appraisal Document (PAD). A summary of the main recommendations received and integrated into the Stakeholder Engagement Plan is provided in Annex 7.

The environmental and social reports and plans will be disclosed on the webpages of the Government of Saint Vincent and the Grenadines and the MOE and the World Bank WISTLE Project page.

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

Different engagement methods are proposed and cover different stakeholder needs. These include structured agendas, focus group meetings/discussions, community consultations, formal meetings, one-on-one interviews, surveys, and use of social media. The engagement plan is outlined in Table 3.

#### **4.3. Stakeholder engagement plan**

*Table 23. Stakeholder engagement plan*

<b>Project Stage</b>	<b>Estimated Date/ Time Period</b>	<b>Topic of Consultation/ Message</b>	<b>Method Used</b>	<b>Target Stakeholders</b>	<b>Responsibilities</b>

Project Stage	Estimated Date/ Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Preparation	January – April 2025	Consultations on Project scope, components, regional synergies and solicit feedback	Structured agenda Formal meeting	<ul style="list-style-type: none"> <li>- MOE technical teams</li> <li>- Ministry of Finance</li> <li>- Development partners</li> </ul>	MOE –Technical Working Group (TWG)
	April 2025	Technical consultations to develop Project implementation plan.	Structured agenda Formal meeting Workshop	<ul style="list-style-type: none"> <li>- MOE Departments and Units:</li> <li>- Government Ministries, Departments and Agencies</li> <li>- NTRC</li> <li>- ITSD</li> <li>- National Centre for Technology Innovation</li> </ul>	MOE – TWG
	May 2025	Consultations to raise awareness of Project. Discussion on SEP and GRM	Workshop Formal meeting	<ul style="list-style-type: none"> <li>- Education Practitioners</li> <li>- Division of Gender Affairs</li> </ul>	MOE – TWG
Preparation	June 2025	Consultations on Project activities, GRM and inclusion	Structured agenda Formal meeting Community outreach	<ul style="list-style-type: none"> <li>- Students and teachers with Disabilities</li> <li>- Association for People with Disabilities, the Helping Hands Centre</li> <li>- National Society for Persons with Disabilities</li> <li>- Displaced students and educators</li> <li>- Students and households on low-income</li> </ul>	MOE TWG
Implementation	July 2025	To share information on Project, to solicit feedback on lessons learned, and national good practices to inform implementation	Project web pages (Government, MOE, WB) Consultation meetings	<ul style="list-style-type: none"> <li>- OECS Commission</li> <li>- Department of the Public Service</li> <li>- NEMO</li> <li>- National parent teacher association</li> <li>- National Principals Association</li> </ul>	MOE – TWG
	Bi-annual and ad hoc	Project awareness, GRM	Focus group Outreach activity Correspondence Notices	Disadvantaged and vulnerable individuals and group	EPIU
	September 2025	Project Launch	<ul style="list-style-type: none"> <li>- Press release</li> <li>- Press conference</li> <li>- Workshop</li> <li>- Project brochures</li> <li>- Social media</li> </ul>	MOE, MOF, education practitioners, students, parents, development partners, Government Ministries, Departments	EPIU

Project Stage	Estimated Date/ Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
				and Agencies	
	Monthly	<ul style="list-style-type: none"> <li>- Project implementation progress</li> <li>- Update on Project activities and alignment to national priority reform agenda</li> </ul>	<ul style="list-style-type: none"> <li>- Formal meetings</li> <li>- Structured agenda</li> <li>- Email, notices</li> </ul>	<ul style="list-style-type: none"> <li>- MOE leadership</li> </ul>	EPIU
	Monthly in year 1 and year 2 Bi-monthly and ad hoc in years 3 to 5.	Update on Project progress and requesting feedback and technical inputs for implementation planning.	<ul style="list-style-type: none"> <li>- Structured agenda</li> <li>- Formal meetings</li> <li>- One –on one interview</li> <li>- Internal government and MOE notices and communication channels</li> <li>- Workshops</li> </ul>	MOE Departments and units <ul style="list-style-type: none"> <li>- Data and Information Unit</li> <li>- Curriculum Development Unit</li> <li>- Department of Libraries, Archives and Document Services</li> <li>- Human Resources Department</li> <li>- Student Support Services</li> <li>- Compulsory school attendance enforcement unit</li> </ul>	EPIU
	Bi-annual	<ul style="list-style-type: none"> <li>- Update on launch of key Project initiatives of pertinence to categories of stakeholders</li> <li>- Build project ownership</li> </ul>	<ul style="list-style-type: none"> <li>- Community consultations</li> <li>- Outreach activities</li> <li>- Social media</li> <li>- Formal meetings</li> <li>- Focus groups</li> <li>- Discussions</li> <li>- Public notices</li> <li>- Survey</li> </ul>	<ul style="list-style-type: none"> <li>- Parents and students</li> </ul>	EPIU
	Quarterly	<ul style="list-style-type: none"> <li>- Update on Project implementation schedule for pertinent milestones (EMIS rollout, training activities, Smart Classroom development and pilot, classroom observation)</li> </ul>	<ul style="list-style-type: none"> <li>- Notices</li> <li>- Email</li> <li>- Formal meeting</li> <li>- Structured agenda</li> <li>- MOE inter-office channels</li> <li>- Survey</li> </ul>	Education practitioners (education officers, teachers, principals)	EPIU
	Quarterly and ad hoc - timed to coincide with completion of studies and	<ul style="list-style-type: none"> <li>- Update on Project progress of pertinence and to solicit feedback and technical inputs (for example EMIS interoperability and EdTech policy, data policy)</li> </ul>	<ul style="list-style-type: none"> <li>- Education Partners Forum</li> <li>- One-on one interviews</li> </ul>	Development Partners and related project implementation units	EPIU

Project Stage	Estimated Date/ Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
	diagnostics				
	Timed to coincide with completion of Key milestones	- Update on Project milestones of pertinence to the target group	- Special meetings - Focus group discussions - Brochures - Letters	- Students and households on low income	EPIU
	Bi-annual	- Update on Project milestones to assess progress on Partnership Compact priority reform agenda	- Structured Agenda - One on one interview - Formal meeting	- Partnership Compact broad based stakeholder committee - Ministry of Finance, Economic Planning and Information Technology	

Information will be disclosed on the Government of Saint Vincent and the Grenadines' and the MOE webpages and the World Bank Project page where applicable. The following information will be disclosed, the SEP; relevant E&S documents including the Labor Management Procedures (LMP), the Environmental and Social Commitment Plan (ESCP); Grievance Mechanism (GM) procedures; and regular updates on project developments through the implementation status and results reports (ISRs). In addition to disclosure on the above website, the information will be shared with stakeholders at consultation meetings, separate focus group meetings, and through official correspondence to heads of pertinent organisations such as parent teacher associations and national principals associations.

Throughout project implementation, stakeholders will be informed on milestones and attainment of key results indicators. The information will include disclosure of the Project's environmental and social performance (as defined in the applicable ESS instruments); the implementation of the SEP (ESS10), and the status of the GRM. The reporting on these will be presented on a semi- and annual basis in line with the reporting requirements of the Financing Agreement. However, reporting may increase to coincide with heightened activities when the impacts of the Project on the affected parties and other interested parties will be higher. During these periods, disclosure, and dissemination of information on future activities of the Project may be provided on a quarterly basis. English will be used as the main language to disclose information.

#### 4.4. Reporting back to stakeholders

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

## 5. Resources and Responsibilities for implementing stakeholder engagement activities

### 5.1. Resources

The existing Education Project Implementation Unit will oversee stakeholder engagement activities for the WISTLE Project.

The budget for the SEP is \$26,000 and is included in component 5 – Regional collaboration and project management of the project, Table 4.

Table 34. Budget for Stakeholder Engagement

Budget Category	Quantity	Unit Costs (USD)	Times/Years	Total Costs (USD)
<b>1. Consultations</b>				
1a. Outreach meetings	6	500	3	9,000
1b. Resource materials	2,000	1	2	4,000
<b>2. Events</b>				
2a. National project launch	1	3,500	1	3,500
<b>3. Communication campaigns</b>				
3a. Social media campaign	8	250	2	4,000
<b>4. Trainings</b>				
4a. Training on social/environmental issues for EPIU and MOE staff	2	250	1	500
<b>5. Beneficiary surveys</b>				
5a. Mid-project perception survey	1	2,000	1	1,000
5b. End-of-project perception survey	1	2,000	1	1,000
<b>6. Grievance Mechanism</b>				
6a. Training of GM committees	4	250	1	1,000
<b>7. Other expenses</b>				
7a. Press releases and other public notices	8	250	1	2,000
<b>TOTAL STAKEHOLDER ENGAGEMENT BUDGET:</b>				<b>26,000</b>

### 5.2. Management functions and responsibilities

The entity responsible for carrying out stakeholder engagement activities is the MOE through the Education Project Implementation Unit (EPIU). E&S functions will be managed by a dedicated focal person at the MoE and supported by an E&S person at the EPIU. The WISTLE Project Manager will provide direct support to the MOE's E&S Specialist on the Project's E&S activities. The stakeholder engagement activities will be documented through the periodic revisions to the SEP. This will be supported through tools and forms to be prepared during Project preparation and tailored if required during implementation.

## 6. Grievance Mechanism

The main objective of a GM is to assist to resolve complaints and grievances in a timely, effective, and efficient manner that satisfies all parties involved. The GM is described in Table 5.

### 6.1. Description of GM

Table 45. Grievance Mechanism details

Step	Description of Process	Time Frame	Responsibility
GM implementation structure	<p>The MOE will manage the Project's GM with support from the WISTLE Project Manager. The responsibility for addressing the grievance and determining the mitigating measures will be dependent on the type of grievance.</p> <p>Grievances can be lodged in person, via telephone call or writing (this may include WhatsApp messaging, postal mail, email or online form). A dedicated email address and telephone number are provided for all grievances. All grievances received will be recorded in a Grievance Office Log (<b>Annex 1: Grievance Office Log</b>). All complainants will be encouraged to submit their complaint via a Complainant Form which will be available at the EPIU's office and on the MOE's website/social media page(s) (<b>Annex 2: Complainant Form</b>). The Grievance Redress Mechanism will be disseminated through e-brochures and discussed at every stakeholder event.</p>	Prior to Project Effective date	E&S Specialist Project Manager Administrative Secretary
Grievance uptake	<p>Grievances can be submitted via the following channels:</p> <ul style="list-style-type: none"> <li>Telephone: A complainant may call the following numbers to informally register concerns: <b>landline: +1(784) 457-2676</b> <b>mobile: +1(784)593-5868</b></li> </ul> <p>The E&amp;S Specialist will subsequently direct the complainant to complete and formally submit a signed grievance form via email, postal mail or in person. The complainant will also be notified that a completed and signed PDF version of a complaint may be submitted as an attachment via WhatsApp (+1(784)593-5868).</p> <p>What's App: A complainant may submit a completed and signed PDF version of a complaint via WhatsApp messaging (+1(784)593-5868). A notification of receipt of a complaint will be issued by the Administrative Secretary to the EPIU via WhatsApp and Email.</p> <ul style="list-style-type: none"> <li>E-mail: Stakeholder grievances may be submitted to: <b>dataunit.educationvc@gmail.com</b> In the interest of confidentiality, this email address will be accessed solely by the E&amp;S Specialist, Project Manager to the EPIU and the Administrative Secretary. An email acknowledging receipt of a complaint will be issued by the E&amp;S Specialist/ Project Manager/Administrative Secretary.</li> <li>Letter to Grievance focal point at the EPIU: Stakeholders may submit completed grievance forms via the post. Envelopes should be addressed to: E&amp;S Specialist Windward Islands Sector Transformation for Learning Environment Enhancement (WISTLE) Ministry of Education and National Reconciliation Halifax Street, Kingstown Saint Vincent and the Grenadines</li> <li>In-person: Complainants can visit the EPIU office to complete and submit a grievance form. The EPIU's address is as follows: Ministry of Education and National Reconciliation Halifax Street, Kingstown Saint Vincent and the Grenadines</li> </ul> <p>A complaint form can be lodged via any of the above channels. Grievances can be submitted anonymously.</p>	On-going	E&S Specialist Project Manager Administrative Secretary

Step	Description of Process	Time Frame	Responsibility
Sorting, classifying, processing	<p>Grievances will be registered in the Grievance Office Log (<b>Annex 1</b>). All updates and information related to the management and resolution of the grievance will be recorded in this log. Grievances will also be recorded in a Grievance Acknowledgement Form (<b>Annex 3</b>).</p> <p>When registering the grievance in the Grievance Office Log, the Administrative Secretary will classify grievances in accordance with the level of risk/threat posed by the grievance. Grievances classified as <b>Level 1</b>, will be addressed by the E&amp;S Specialist supported by the Project Manager. <b>Level 2</b> grievances will be escalated by the E&amp;S Specialist through the Project Manager to the Permanent Secretary, the Ministry of Education. Grievances classified as <b>Level 3</b>, will be escalated to the Grievance Committee, and where necessary to the World Bank team for action or intervention.</p> <p>Grievances at Levels 2 and 3, will be drawn to the immediate attention of the Project Manager by the E&amp;S Specialist.</p> <p>Where a grievance is specific to the E&amp;S Specialist or Project Manager, the Project Manager they will be recused from the complaint, and have the matter turned over to the office of the Permanent Secretary to the Ministry of Education by the Administrative Secretary.</p> <p>In cases where a stakeholder's grievance lies directly with the E&amp;S Specialist or the Project Manager, the stakeholder will be notified to submit the complaint to the office of the Permanent Secretary to the Ministry of Education. (<b>Annex 2</b>)</p> <p>The complaint types are coded as follows:  <b>Level 1 Grievance:</b> Low risk including Remuneration and contractual dispute, hours of work, minor unsafe working conditions.  <b>Level 2 Grievance:</b> Medium risk, including Minor work-related injuries, health risks, moderately unsafe working conditions, discrimination, harassment, bullying, disciplinary action  <b>Level 3 Grievance:</b> High risk including major work-related injuries, major GBV, SE, SH, fraud and corruption accusations.  All grievance documents will be confidentially maintained.</p>	Upon receipt of complaint	E&S Specialist Project Manager Administrative Secretary
Acknowledgment and follow-up	Receipt of the grievance is acknowledged to the complainant by the EPIU. The E&S Specialist / Project Manager/ Administrative Secretary will issue in writing (via email) an acknowledgment of receipt of a grievance ( <b>Annex 3: Grievance Acknowledgement Form</b> ). This is to be issued within five (5) working days of receipt of a complaint.	Within 5 working days of receipt	E&S Specialist Project Manager Administrative Secretary
Verification, investigation	<p>Depending on the grievance level, Investigation of the complaint is led by the E&amp;S Specialist with the support of the Project Manager (level 1 Grievance), or the Permanent Secretary (Level 2 Grievance) or the Grievance Committee (Level 3 Grievance).</p> <p>Levels 2 and 3 complaints may require an investigation into the matter. Where commissioned by the E&amp;S Specialist with support from the Project Manager or Permanent Secretary to the Ministry of Education. The E&amp;S Specialist, Project Manager, other relevant EPIU and/or MOE staff, or Grievance Committee will conduct investigations into the submitted grievance. This should occur within <b>10-15 working days</b> of receipt of a complaint. Level 3 or high-risk complaints may require a maximum of <b>15-30 working days</b> for completion of an</p>	<p>Within 10 – 15 working days – Level 1 and Level 2</p> <p>Within 15 – 30 working days - Level 3</p>	<p>E&amp;S Specialist /Project Manager (Level 1) Permanent Secretary (Level 2) Grievance Redress Committee (GRC) composed of</p> <ul style="list-style-type: none"> <li>- MOE Permanent Secretary or proxy (Chair)</li> <li>- E&amp;S Specialist (Deputy Chair)</li> <li>- WISTLE Project Manager</li> </ul>



Step	Description of Process	Time Frame	Responsibility
	<p>investigation.</p> <p>The investigation may require the Project Manager, relevant EPIU and/or MOE staff, or Grievance Committee members to conduct site visit and liaise with the complainant(s), where the complainant(s) has not opted to be anonymous. All consultations and discussions will be documented by the Administrative Secretary during the investigative process (<b>Annex 5: Grievances Redress Meeting Notes Form</b>).</p> <p>Information gathered during the investigation will be analyzed by the relevant personnel and will assist in determining the optimal approach to resolving the grievance</p>		<ul style="list-style-type: none"> <li>- EPIU Senior Project Officer</li> <li>- MOE Education Planner</li> <li>- Government Legal Officer</li> <li>- Public sector Ministry, Department or Agency representative.</li> </ul> <p>The Chair may invite other technical personnel to advise the GRC as needed.</p> <p>A quorum of three members is required for mobilisation of the GRC.</p>
Action	<p>The E&amp;S Specialist, other relevant EPIU and/or MOE staff, or Grievance Committee will formulate a strategy or action plan for resolving a complaint and implement this strategy (<b>Annex 4: Corrective Action Plan</b>).</p> <p>The Complainant will be informed in writing of the measures taken to address the grievance.</p>	Within 5 business days of concluding investigation	E&S Specialist and/or Grievance Committee
Feedback	The complainant will be invited to provide feedback as to whether the given redress and outcomes are accepted/rejected/whether additional follow-up is required. ( <b>Annex 6: Results of Grievance Redress</b> ).	10 business days (for submission of feedback)	Complainant E&S Specialist
Monitoring and evaluation	<p>The E&amp;S Specialist will document the outcome(s) of the grievance process, the redress applied, and the complainant's level of satisfaction with the selected response strategy and the overall resolution of the complaint (<b>Annex 1: Grievance Office Log; Annex 6: Results of Grievance Redress</b>).</p> <p>To ensure confidentiality and the integrity of the grievance process, all records under the Grievance Redress Mechanism (including the grievance office log, complainant forms, reports, investigation notes, meeting notes or minutes of meetings) will be securely filed. Hard copy documents will be filed in a security enabled filing cabinet. Keys to this cabinet will be available to solely the E&amp;S Specialist, Administrative Secretary and the Project Manager. All hard copy grievance documents will be scanned by the Administrative Secretary and filed in a password protected grievance filing system of the Project. Access will be limited to solely the Administrative Secretary, the Project Manager, and the E&amp;S Specialist</p> <p>The E&amp;S Specialist will prepare an overall monthly report on grievances received. This is inclusive of the number of grievances, the strategies employed to resolve the grievance(s) and general outcomes of the grievance process. This report will be available for submission to the World Bank, upon request or as per the Project's reporting schedule and requirements detailed in the Financing Agreement.</p>	Throughout active grievance	E&S Specialist
Closeout	The E&S Specialist will <b>continuously</b> monitor the outcome(s) of the grievance process with a view towards ensuring that the matter is resolved expeditiously and satisfactorily. Where a complainant is satisfied that the matter is resolved, the EPIU can proceed with recording the matter in the Grievance Office Log as closed out or resolved.	10 business days after notification to complainant of action	E&S Specialist Administrative Secretary

Step	Description of Process	Time Frame	Responsibility
	In circumstances where a grievance proves irreconcilable the MOE, on the advice of the Grievance Committee, will refer the matter to the World Bank for its intervention. The World Bank's decision on the matter will hold as the final tier of WISTLE's internal grievance redress mechanism.		
Training	<p>Training needs for staff/consultants in the EPIU, Contractors, and Supervision Consultants are as follows:</p> <p>EPIU staff will be trained by the E&amp;S Specialist and/or other suitable personnel to respond to complainants. EPIU staff will be trained to assist complainants with completing a grievance form. The World Bank will provide training to the EPIU and related MOE teams on E&amp;S including GM. On GBV and SEA/SH matters the EPIU will request training from the Government's Gender Affairs Division.</p>	On request	E&S Specialist

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

The WISTLE GRM extends to all direct workers and contracted workers (and, where applicable, their organizations). On employment, all direct and contracted workers will be informed that the Project's grievance mechanism is implemented to protect them against any reprisal or victimisation. Whilst the GRM will be easily accessible to all workers, it does not preclude their access to other judicial procedures which may be available under the laws of Saint Lucia. This includes arbitration, mediation, general court proceedings, or terms binding within existing collective agreements. The GRM facilitates an appeals process for complainants who are not satisfied with the proposed resolution to a lodged complaint. Where all avenues have been explored to resolve a complaint objectively and ethically and the complainant remains dissatisfied, it is incumbent on the EPIU to advise such parties of the right to legal recourse. The GRM of contractors will be linked to the Project level GRM and will be monitored regularly.

A Labor Grievance Mechanism will be developed for the Project. All Project workers within the WISTLE can use the Labor GM. It will be guided by the Protection of Employment Act, 2003 of the Government of Saint Vincent and the Grenadines. Further details on the Labor GM will be described in detail in the Labor Management Procedures (LMP) for the Project.

As a risk mitigation strategy, and as part of the contractual process, direct workers, consultants, contractors, or suppliers will be briefed on applicable laws of Saint Vincent and the Grenadines, on acceptable and unacceptable conduct and the avenues available for redress. Grievances can be submitted anonymously. In such circumstances, pseudonyms may be provided for the aggrieved party. Whereas supporting evidence regarding the complaint is not necessary, complainants will be advised that relevant evidence will prove helpful in reviewing and resolving a complaint. Complainants will also be encouraged to propose suggestions on how a perceived grievance may be resolved satisfactorily. All complaints will be treated with confidentiality such that the GRM will not disclose details which are likely to reveal the identity of complainants without their consent.

When relevant, the project will have other measures in place to handle sensitive and confidential complaints, including those related to Sexual Exploitation and Abuse/Harassment (SEA/SH) in line with the World Bank ESF Good Practice Note on SEA/SH. In case Gender based violence (GBV) and sexual exploitation and abuse / sexual harassment (SEA/SH) grievances are submitted to the Project via the EPIU's GRM. The EPIU will also solicit active guidance from the National GBV taskforce through the Division of Gender Affairs Division. The affected party or parties would also be referred to the Gender Affairs Division for continued support or interventions – on receipt of consent from the aggrieved. The Gender Affairs Division is the main institutional mechanism for the promotion of gender equality in Saint Vincent and the Grenadines, and the anchor for all efforts by the government to prevent and respond to GBV. It is supported in its work by key agencies such as the Royal St. Vincent Police Force, the Family Court, the Division of Family Affairs, and civil society organizations.<sup>4</sup>

All GBV-related incidences reported through the EPIU's GRM will be managed appropriately by the MOE's E&S Specialist ensuring confidentiality regarding the incident and the affected party's information. Whereas it is expected that the E&S Specialist will receive training in the management of GBV matters and will solicit guidance and further capacity development training from the Gender Affairs Division.

The GRM will, as a matter of protocol regarding a GBV complaint, require record of solely the following details:

- The nature of the complaint - as presented verbatim by the complainant or survivor, without questioning.
- Whether to the best of a survivor's knowledge the perpetrator in question is or was associated with a World Bank (WB) financed project under preparation, active, or that has been closed for less than 15 months.
- If possible, the age and sex of the survivor.
- Whether the survivor was referred to a GBV service provider.

Any cases of GBV presented via the Project's GRM will be documented confidentially. GBV files on record will be sealed, password protected, and accessible by solely the Project Manager. Given the sensitivities of the matter and the specialised and remedial interventions which may be required, the Project's GRM will serve to:

- Confidentially record GBV complaints.
- Refer complainants to the authorised GBV agency (Gender Affairs Division)
- Record the status and resolution of the complaint (where the matter is resolved).

In circumstances where the GBV complainant alleges that the perpetrator in question is the Project Manager or direct worker under the WISTLE project, the complainant can submit his or her complaint directly to the Permanent Secretary to the MOE, the Grievance Committee, the Permanent Secretary with responsibility for Gender Affairs or other staff within the purview of the Gender Affairs Division with whom the complainant feels comfortable airing the grievance.

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<sup>4</sup> Further details are available [here](#).

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

## 7. Monitoring and Reporting

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

The SEP will be periodically reviewed and revised by the EPIU, particularly where there are major changes to Project related activities and schedules. This should allow for relevant activities to be updated, as necessary, and any lessons learnt effectively incorporated. The EPIU will formally notify the World Bank of all changes to the SEP and disclose the revised SEP on the Government, MOE and World Bank websites. The Project will maintain data summarizing public consultations, details on disclosure and grievances lodged throughout the Project life cycle. This will be available for public review on request. The EPIU will be guided by Government of Saint Vincent and the Grenadines data and privacy guidelines to maintain confidentiality of grievances, especially those of a GBV, SEA/SH nature. Stakeholder engagement will be periodically evaluated by the EPIU using SEP results indicators (see section 7.2). Progress on the SEP results indicators will be reported in the semi-annual Project progress report.

### 7.2. SEP Results Indicators

SEP specific result indicators will be monitored by the Project Manager.

These include:

1. Beneficiary surveys completed
2. Level of involvement of project-affected parties, other interested parties, and vulnerable groups in stakeholder consultations.
3. Number and type of public engagement activities and number of attendees (disaggregated by gender and disability where possible)
4. Number and type of media materials published/broadcast/distributed on various communication outlets.

### 7.3. Reporting back to stakeholder groups

The SEP will be periodically revised and updated as necessary during project implementation. Monthly 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 the Administrative Secretary and referred to the Project manager. The monthly 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. Progress on SEP results including stakeholder events, grievances, and resolutions will be reported in the semi-annual project implementation report. Information on stakeholder engagement activities undertaken by the Project during the year will be conveyed to stakeholders in various ways: in-person and virtual meetings, websites and social media pages (Government, MOE), radio, television, and newspapers.



**Annex 2: Complainant Grievance Form****Grievance Ref. No.:** GR\_XX/DD/MM/YR

<b>Complainant Information</b>
Name:
Address:
Telephone:
Email:
<b>Complaint Details</b>
Date of complaint filing:
Location of Grievance:
Grievance:
Proposed resolution to the problem/grievance:
Name of officer receiving the complaint:
Signature of Complainant:
Date:
Signature of Receiving officer:
Date:

**Annex 3: Grievance Acknowledgement Form**

Date of complaint (dd/mm/yyyy):	
Name of Complainant/Aggrieved:	
Grievance Reference Number:	
Summary of Grievance or Complaint:	
Date, venue and time of Proposed Grievance Redress Meeting:	
Follow up action requested of grievant:	Submission of documentary evidence <input type="checkbox"/> Submission of name of representative to attend redress meeting <input type="checkbox"/> Nil: <input type="checkbox"/> Other ( <i>please specify</i> ):
Name of Project Staff Acknowledging Grievance:	
Signature:	Date:

**Annex 4: Corrective Action Plan**

General Information	
Corrective Action Plan ID:	
Action Plan Title:	
Corrective Action Plan Owner:	
Priority (Critical, High, Medium, Low):	
Project Change Request Necessary (Yes/No):	
Expected Action Plan Implementation Date:	
Actual Date Implemented:	

<b>Corrective Action Information</b>
Issue or Problem Definition (be specific and quantify if possible):
Root Cause Evaluation:
Action Steps:
Alternatives Considered (if applicable);
Improvement Metric and Timeframe:
Implementation Verification (Monitoring and Evaluation):



**Annex 5: Grievance Redress Meeting Notes Form**

**Date of Meeting:**

**Grievance Ref No:**

**Venue of Meeting:**

**Attendees:**

<b>Category</b>	<b>Name</b>	<b>Designation/Affiliation with Project</b>
<b>Complainant</b>		
<b>Representative of Complainant</b>		
<b>Grievance Committee Members</b>		

**Summary of Grievance:**

**Grievance Level:** 1  Level 2  Level 3

**Meeting notes:**

**Decision points:**

**Next steps:**

**Outcome:**

Issue resolved

Issue unresolved

**Name of Grievance Committee Chair:**

**Signature of Grievance Committee Chair:**

**Date:**

**Annex 6: Results of Grievance Redress**

Complainant No.:
Name of Complainant:
Grievance Reference no.:
Date of Complainant:
Complaint Summary:
Resolution Summary:
Level of Redress ( <i>Please tick where applicable</i> ): First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/>
Date of Grievance Redress:
Signature of Complainant (Indicating acceptance of the resolution):
Complainant reason for rejection of resolution ( <i>where applicable</i> ):
Name of Grievance Processing Officer:
Signature of Grievance Processing Officer:
Date (dd/mm/yyyy):

## Annex 7: Consultation Minutes

Stakeholder (Group or Individual)	Dates of Consultations	Summary of Feedback	Response of Project Implementation Team	Follow-up Action(s)/Next Steps	Timetable/ Date to Complete Follow-up Action(s)
Partnership Compact partners (MOE, CARICOM, CDB, GPE KIX, GPE Secretariat, OECS Commission, UNESCO, UNICEF, World Bank)	May 8, 2024	<ul style="list-style-type: none"> <li>- Include additional reference to the evidence base on the use of technology in education, particularly on sustainability aspects.</li> <li>- Include intermediate objectives and targets in the theory of change.</li> <li>- Include and emphasize the role of other ministries, such as MOF, and how these could support the implementation.</li> <li>- Include more evidence on how technology can support learning efficiently.</li> <li>- Describe the country's readiness to implement technology-related interventions.</li> <li>- Leverage ongoing work on EMIS done by the OECS Commission.</li> <li>- To articulate the aim of the transformational change?</li> <li>- Showcase on-going education initiatives in the region</li> <li>- Clarify how specific bottlenecks in implementing the reform will be addressed.</li> <li>- It was also noted that Cybersecurity concerns should be mentioned as well as other mitigation measures</li> <li>- In the result chain, the team should better clarify education levels targeted.</li> <li>- Clarify the leadership of the reform.</li> </ul>	Comments to be used to revised Partnership Compact	<ul style="list-style-type: none"> <li>- Revise Partnership Compact to address feedback.</li> <li>- Submit revised Partnership Compact for review and approval</li> <li>- Utilize final Partnership Compact to inform development of WISTLE Project.</li> </ul>	June 2024
EMIS and EdTech project affected and interested parties (MOE, Ministry of Health, ITSD, Ministry of National Mobilisation)	March 28, - April 2, 2025	<ul style="list-style-type: none"> <li>- Diagnostic assessment report findings and next steps in developing EMIS business requirements, implementation plan, and draft policy.</li> <li>- Discussion of Existing EMIS functionalities and next steps</li> <li>- implementation of Smart Classrooms and next steps.</li> <li>- MOE strategies and priorities,</li> <li>- Potential for EMIS integration with other government systems.</li> </ul>	<ul style="list-style-type: none"> <li>- Identified key activities and outputs</li> <li>- Identified EMIS (post-secondary level) support complementarities under OECS SKIP.</li> <li>- Discussed timelines for the EMIS 3-year implementation plan</li> <li>- Discussed EMIS procurement process</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a comprehensive EMIS policy, accompanying governance framework and roadmap</li> <li>- Develop an EMIS budget</li> <li>- Develop a monitoring and evaluation framework</li> <li>- Develop a change management plan</li> </ul>	June 2025