

# **FACILITATING SCHOOL TO WORK TRANSITION**

## **STAKEHOLDER ENGAGEMENT PLAN (SEP)**

Central Board of Secondary Education  
Government of India

## I. Introduction

1. **The Ministry of Education (MoE) has designed and implemented vocational education programs since the National Policy of Education, 1986.** Under the umbrella of Samagra Shiksha, school-based vocational education is currently implemented under the Vocationalisation of School Education Scheme. The scheme covers 55 job roles across 19 sectors<sup>1</sup> intending to integrate vocational education within the academic system to prepare, skill and create structured pathways for employment, entrepreneurship, and higher education opportunities. National Skills Qualification Framework (NSQF) aligned courses are offered to students from Grades 9 to 12. As per data retrieved from U-DISE+, from 2015-19, the number of schools offering vocational courses grew exponentially from 8695 to 43876 (more than five times the rate).
2. **Vocational education is re-imagined under the New National Education Policy 2020 (NEP 2020).** The MoE envisions that by the year 2025, at least 50 per cent of learners have access to vocational education opportunities across the country. Even in those schools that currently do not offer vocational courses. For smooth integration of academic and vocational learning, a phased approach will be introduced, spread over the next decade. To realize this vision, the NEP 2020 proposes to teach vocational education in grades 6 to 12 by offering various courses focused on enhancing the cognitive, socio-emotional, and technical skills of students. From Grades 6-8, students can have the choice of enrolling in local skilling activities<sup>2</sup> that impart essential hands-on experience and build cognitive and socio-emotional skills. All opportunities will be linked to some form of internship or 'bagless days', to promote real work understanding of the subject of interest from local experts. From Grade 9 onwards courses offered to students will be detailed to accommodate new-age learnings and 21st-century skills that align with the future requirements within a particular trade.
3. Vocational courses in schools need to reduce the theoretical nature of the traditional courses and build in the required industry and employer interface. Interactions between MoE-led institutions (Central Board of Secondary Education and Pandit Sunderlal Sharma Central Institute of Vocational Education) and institutions led by the Ministry of Skill Development and Entrepreneurship (Central Staff Training and Research Institute, National Instructional Media Institute and Sector Skill Councils) will be vital for the system to be pedagogically adequate and market-relevant.
4. The World Bank has set up a Multi-Donor Trust Fund (MDTF), linked to the lending project Strengthening Teaching Learning and Results for States (STARS). The MDTF provides additional financing to undertake innovative and scalable initiatives for school-to-work transition and essential skills for employment readiness. Initial funding of US\$ 10 million is available for five years. The focus of these funds is on school-to-work transition strategies and skills development. The grant is aligned with the MDTF and well placed to support the government in increasing investment in vocational skills for school-to work-transition.
5. **The World Bank supports India's Government in achieving the overall vision of NEP 2020 and Samagra Shiksha through Strengthening Teaching-Learning and Results for States (STARS) project.** The STARS project builds on the long partnership between Government of India and the World Bank to strengthen public-school education and support the country's goal for providing 'Education for All'. An integral part of the STARS is to enhance the school-to-work transition process for students by strengthening in-school vocational education delivery mechanisms. The World Bank also supports the Ministry of Skill Education and Development in aligning the overall skilling system to the future of work through the Skill India Mission Operation (SIMO) and Skills Strengthening for Industrial Value Enhancement (STRIVE). The Multi-Donor Trust Fund will leverage existing knowledge and pilot innovative school-to-work-based activities

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<sup>1</sup> Agriculture, Apparel Made ups & Home Furnishing, Automotive, Banking Finance and Insurance Services, Beauty and Wellness, Construction, Electronics & Hardware, Healthcare, Information Technology / Information Technology Enabled Services (IT/ITeS), Media & Entertainment, Multi Skilling, Physical Education & Sports, Plumber, Power, Retail, Security, Telecom, Tourism & Hospitality, Transportation Logistics & Warehousing.

<sup>2</sup> Carpentry, Electric Work, Metal Work, Gardening, Pottery Making, etc., as decided by States and School affiliated local communities.

that will inform current systems through the ever-evolving lessons and learnings gained from existing operations.

## II. Objectives and Components of the Project

The Project Development Objective is to strengthen the design and delivery of vocational skills in schools for children aged 11 -18 years across identified CBSE Schools.

### **Component #1: Generate awareness and advocacy on vocational skills as an aspirational career pathway.**

Currently, skill development is viewed as short-term job-oriented option lacking linkages with a career path. Employers struggle to find skilled workers and young people entering the economy are not aware of the available employment opportunities in an evolving and growing economy, such as in logistics, electric vehicles, data analytics, organic farming, green construction to name a few. Skills building is crucial to the individual and meets society's demands, as seen with the recent COVID-19 pandemic and related critical services to keep the economy going.

*1.1: Needs assessment study to identify skills with demand at the grassroots level for 9-12 grade students.* A skill gap study will determine the sectors with the most considerable growing needs for skills and the necessary skills attached. The study will also include a section on identifying those skills are of interest to the students. Currently, there are no applicable and relevant skill gap studies for high school students. Therefore, there has emerged a need to pursue this study, relevant to this age group of students.

*1.2: Connecting youth aspirations with skills demand by demonstrating vocational career pathways and addressing girls' low participation in the labor force.* There needs to be targeted outreach efforts with students, parents and sector experts to showcase skills development as a viable and prosperous career trajectory. As part of the grant, it is proposed to develop awareness campaigns linked to vocational careers, conduct regular information sessions with parents, students and industry, and create ideas competitions to surface innovative ideas and spark creative, entrepreneurial thinking. Outreach will include special gender sensitization sessions for parents and children to expose them to potential avenues of employment with flexible work models. These programs can be supplemented with career guidance activities with industry professionals, such as talks, seminars and workplace visits. For example, a partnership with the Logistics Sector Skills Council or the Banking, Financial Services and Insurance Sector Skills Council can be explored for advocacy and awareness-raising work. Such efforts can potentially demonstrate one vocational career pathway model that CBSE can take forward.

**Component#2: Enhancing the classrooms environment for skills development across 100 hub Schools.** Skill education is most meaningful when students can gain hands-on experiences and not limited to theory. The project will support the CBSE in helping the classrooms for delivery of skills curriculum.

*2.1: Preparing the classrooms with the necessary training tools and learning environment, functional as a hub for four neighborhood schools.* A hub and spoke model will be followed. The "hub" classrooms will have the training tools for skill development for the two skills identified. The support to the "hub classrooms" will be limited to two skills to not spread the resources too thin and make the skills learning environment meaningful for those identified skills with all the necessary training tools. The physical space for the skills classroom will be an existing room in an identified CBSE classroom. No new classrooms will be constructed as part of this grant. The component will include installation of necessary furniture and IT equipment.

**Component #3: Creating e-content on identified vocational and 21<sup>st</sup> century skills for grades 6-12.** The successful delivery of skills will require accompanying content that can be accessed by the students and teachers. The content developed needs to be meaningful for the various age groups beneficiaries targeted through this project. There are three sub-components identified.

**3.1 Development of a dedicated online skills development portal.** The COVID-19 pandemic has presented the value of virtual instruction as a critical lever for continued learning. The grant funds will support the skill development portal for the identified 8-10 skills to ensure a wider reach. The online skills instruction will be delivered through the CBSE website or the Diksha Portal. The *Digital Infrastructure for Knowledge Sharing Application* - "Diksha" is a unique initiative by the Ministry of Education to support teachers and students by creating an open-source online content repository for learning and development. This Portal will be used to make skills development content available for students and teachers online. The pandemic has accelerated online skilling and re-skilling with several organizations offering their courses for free. Learning from global models of online learning platforms can be leveraged. CBSE can convene and encourage SSCs, industry partners, universities and NGOs to provide their content to be loaded into this online skills development portal for broader use.

**3.2 Leveraging learning from the logistics literacy e-content for grades 9-12 developed by the Logistics Sector Skill Council.** As part of the MDTF iStar, the Logistics SSC is currently piloting a logistics literacy program with 200 children in Andhra Pradesh and Maharashtra. As part of the pilot, interactive e-content is developed for children in grades 9-12. Learnings from implementation the logistics literacy program will be leveraged to supplement the e-content development under the Grant to CBSE. Particularly, to identify and document successes and challenges in creation and delivery of e-content modules for school children.

**3.3 Develop an e-content module on the 21<sup>st</sup> century and vocational skills for grades 6-12.** Jobs in the digital age and the skills and capabilities required to do them are transforming at an unprecedented rate. Exposure to 21st-century skills early-on provides opportunities for students to familiarize themselves with different vocations, explore their interests and skills, and be better equipped to make informed future decisions about career pathways. Such efforts are significant for students at risk of disengagement and school dropouts. The e-Content module could be supplemented with career talks, mentoring, excursions to job sites, career fairs, etc. to share practical knowledge with students in grades 6-12.

**Component #4: Develop short term modules and e-content for teacher training for delivery of vocational skills education.** The current methods of teacher training do adequately not address skills education. The Grant funds will support the development of short-term learning modules and e-content for teachers, trainers and assessors who will be critical in delivering the skills development among young children. Currently, there is a vacuum of trained teachers who can work on vocational skills with school-aged children. It will be crucial to make sure there is a dedicated and trained staff, including teachers, assessors and trainers. This component will seek to develop six short-term learning and development modules for the teachers, including e-content and course work, teaching and learning material. Based on the pilot's feedback, CBSE would seek validation from the National Council for Teacher Education (NCTE).

### III. Purpose of the Stakeholder Engagement Plan (SEP)

The overall objective of this Stakeholder Engagement Plan is to define a strategy for stakeholder engagement, including public information disclosure and consultation, throughout the preparation and implementation of the proposed project. The SEP outlines ways to identify potential different stakeholders, to develop an approach for reaching each of the sub-groups, to create a mechanism by

which Project Affected Parties (PAPs) and Other Interested Parties (OIPs) can raise concerns, provide feedback, or make complaints, and to minimize and mitigate environmental and social risks related to the proposed project.

Overall, the Stakeholder Engagement Plan for the “**Facilitating School to Work Transition**” serves the following purposes:

1. Stakeholder identification and analysis
2. Planning of engagement modalities, effective communication tools for consultations and disclosure
3. Enabling platforms for influencing decisions; defining role and responsibilities of different actors in implementing the plan; and
4. Grievance Redress Mechanism (GRM)

#### IV. Scope and Structure of the Stakeholder Engagement Plan

The scope of the SEP shall be as outlined in the World Bank’s Environmental and Social Framework (ESF), particularly, Environment and Social Standard (ESS) 10. The engagement will be planned as an integral part of the project’s environmental and social assessment and project design and implementation. This document serves as an introduction and provides information on project background, proposed components, purpose of SEP and its scope & structure. It also lists the regulatory framework of the education sector in India which provides legitimacy to the SEP. Stakeholder Identification, Mapping and Analysis, Impact assessment has also been elaborated in the document. GRM and Monitoring, documentation and reporting are also included in the document.

#### V. The World Bank’s Environmental and Social Standard on Stakeholder Engagement

The World Bank’s Environmental and Social Framework (ESF) came into effect on October 1, 2018 and is applicable to all World Bank-financed operations in India in line with the financial agreement between the World Bank and Government of India. The ESF includes Environmental and Social Standard (ESS) 10, “Stakeholder Engagement and Information Disclosure”, which recognizes “the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice”.

**ESS10** emphasizes that effective stakeholder engagement can significantly improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation. ESS10 applies to all projects supported by the Bank through Investment Project Financing. The Borrower will engage with stakeholders as an integral part of the project’s environmental and social assessment and project design and implementation. According to the World Bank’s ESF (June 2018), the requirements set out by ESS10 are the following:

- a. Borrowers will engage with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design. The nature, scope and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.
- b. Borrowers will engage in meaningful consultations with all stakeholders. Borrowers will 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, and intimidation.

- c. The process of stakeholder engagement will involve the following, as set out in further detail in the ESS: (i) stakeholder identification and analysis; (ii) planning how the engagement with stakeholders will take place; (iii) disclosure of information; (iv) consultation with stakeholders; (v) addressing and responding to grievances; and (vi) reporting to stakeholders.
- d. The Borrower will maintain and disclose as part of the environmental and social assessment, a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was taken into account, or the reasons why it was not.

A Stakeholder Engagement Plan proportionate to the nature and scale of the project and its potential risks and impacts need to be developed by the Borrower. It must be disclosed as early as possible, and before project appraisal, and the Borrower needs to seek the views of stakeholders on the SEP, including on the identification of stakeholders and the proposals for future engagement. If significant changes are made to the SEP, the Borrower must disclose the updated SEP (World Bank, 2017: 99).

## *Disclosure of Information*

ESS10 provides for open and transparent stakeholder engagement as an essential component in strengthening the environmental and social sustainability of the project. Stakeholder engagement must be a continuous and socially inclusive process conducted throughout the project life cycle.

The final draft of the Environmental and Social Commitment Plan and SEP will be disclosed on the project website and shared with various administrative officials of CBSE, School Principals/Headmasters of vocational training institutes, parents, trainees as well as with faculty members. The documents will be disclosed in English and will be publicly accessible throughout the project implementation period.

All updated versions will also be re-posted on the project portal. Additionally, disclosure of SEP, Labor Management Procedures (LMP) and Environmental and Social Commitment Plan (ESCP) will be aligned with the requirements set forth in the World Bank ESF policy. As such, the disclosure of the draft ESMF report and its associated outputs (LMP, SEP and ESCP) is a mandatory condition to begin appraisal.

Annual audit reports and project financial statements will be disclosed by the Project Management Unit (PMU) on the website of the Central Board of Secondary Education (CBSE).

## *VI. Summary of Stakeholder Engagement Activities*

### ***Key Stakeholder Meetings and Consultations during Project Preparation***

The project preparation has been engaging with various project stakeholders since the concept stage of the project. The following types of stakeholder engagement activities have taken place to date:

- a. Formal and informal communication with government; Ministry of Education (MoE), Ministry of Skills Development and Entrepreneurship (MSDE), etc.
- b. Formal and informal meetings with potential beneficiaries and key project stakeholders.
- c. National-level multi-stakeholder discussion including with NGOs, CSOs, etc.

Due to COVID-19 travel restrictions, these meetings were held virtually and over phone/zoom calls, etc. The Central Board of Secondary Education conducted consultative meetings with various staff/officials, *Samagra Shiksha* officials and experts in the field of Skills and Vocational training. Details about the national-level consultations workshop held with stakeholders of the program are presented below. The objective of the meeting was to discuss the key issues and concerns faced in the school education system and transition to vocational training.

For the preparation of SEP and other ESF instruments, consultations were carried out virtually (on account of COVID related travel restrictions and office closures) in February 2021.

Location	Date	Participants	Key Points Raised
Virtual over webex	February 19, 2021	<ol style="list-style-type: none"> <li>1. CBSE officials national and state level</li> <li>2. NGOs working at the state level</li> <li>3. Officials working on vocational training aspects</li> <li>4. Officials look at the environment and social aspects under STARS.</li> <li>5. Official or Technical Consultants monitoring the GRM apps for feedback/complaints.</li> <li>6. CBSE schools ( government, private and municipal schools</li> <li>7. Vocational skill development experts</li> </ol>	<ul style="list-style-type: none"> <li>• Barriers/issues experienced by students in aspirational districts in terms of access to vocational training.</li> <li>• Specific interventions/guidelines for SC/ST students in ITDA/tribal blocks.</li> <li>• Special measures undertaken by MoE/CBSE to reduce risks and perceptions of harassment towards female students</li> <li>• Social audit templates and reports for aspirational districts,</li> <li>• Career counselling facilities/initiatives in ITDA/tribal blocks</li> <li>• Needs of disabled students and students from tribal communities</li> <li>• Initiatives targeting disabled students</li> <li>• Existing Grievance redressal process at CBSE to receive feedback from parents, teachers and students.</li> <li>• Existing awareness and communication strategy to improve students' access to vocational training, if any.</li> <li>• Electronic waste (CCTVs, computers, and AV equipment) is managed in an appropriate way by government and private schools. Some state governments like Telangana have been engaging all schools to handover all e-waste and they are provided a certificate for their appropriate handling. This has been a successful tie up. If electronic gadgets can be recycled with limited investment, they are given to other government schools.</li> <li>• Environment health and safety management at school level is managed through strict protocols</li> <li>• Improving the perception of vocational education ( previously perceived for SC/ ST students who do not have resources)</li> </ul>

During the project identification and preparation stage, consultations took place with various officials from CBSE, MoE and associated agencies and CSOs/NGOs. The topics/key points discussed in these meetings are listed in table below:

Stakeholder	Main Issues Discussed
Central Board of School Education	Barriers/issues experienced by students in aspirational districts in terms of access to vocational training.
Officials from Ministry of Skills Development and Entrepreneurship	Social audit templates and reports for aspirational districts, if any Career counselling facilities/initiatives in ITDA/tribal blocks Needs of disabled students and students from tribal communities
School Heads	Existing awareness and communication strategy to improve students' access to vocational training, if any. Include industry associations in stakeholder dialogues through project implementation.
Teachers	Creating conducive learning environment to spur interest in vocational training
Parents	Creating safe and conducive learning environment to spur interest in vocational training
NGOs	Special measures undertaken by MoE/CBSE to reduce risks and perceptions of harassment towards female students

### ***Key issues/findings from the Consultations with Key Stakeholders***

1. The CBSE provides the institutional mechanism for vocational training implementation along with detailed roles and responsibilities for district-level officials (DEOs, SDEOs) and sub-district level officials (BRPs, CRCCs, CRPs).
2. School Management Committees and parents are regularly involved in awareness raising and outreach activities. The CBSE regularly follows the process of social audits to create transparency, participation, and accountability of the vocational training program implementation at the school level.
3. The CBSE also has a clear focus on social inclusion and the differentiated needs of students from Scheduled Castes (SC), Scheduled Tribes (ST), children with special needs (CWSN).
4. To enable ease in learning, the department has made textbooks available in their mother tongue to students from tribal communities. The CBSE attempts to provide the educational opportunity in an inclusive environment free from discrimination.
5. From a policy perspective, the Right to Education (RTE) Act, 2009 and the National Education Policy, (2020) further addresses gender and social equity within a framework that is holistic and systemic. Additionally, the CBSE has a special focus to improve uptake of vocational training in aspirational districts.
6. E-waste management handling at the schools level follows national guidelines, and all e-waste is disposed of to a designated recycler.
7. Industry groups such as CII and FICCI are important to include as stakeholder groups

### ***Key Recommendations/Suggestions from the Consultations***

1. Targeted approaches/roadmap required to improve uptake of vocational training in Integrated Tribal Development Blocks (ITDA)/aspirational districts.
2. Two-way information flows and feedback/grievance mechanisms to address queries, suggesting and complaints from direct beneficiaries – parents, students, teachers, and Principals
3. At the community level, the SMCs play a key role in monitoring, including effectiveness of vocational training and career counselling in schools. There are opportunities for better social outcomes on a whole by integrating good practices, guidance and systematic monitoring, also aligning with NEP.



## VII. Stakeholder Identification and Analysis

### ***Stakeholder Mapping and Analysis***

ESS10 recognizes two broad categories of stakeholders: “Project-affected parties” (PAP) and “Other Interested parties” (OIP). The latter includes “those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, well-being, or livelihoods. These stakeholders may include individuals or groups, including local communities”. They are the individuals or households most likely to observe changes from environmental and social impacts of the project.

***Project Affected Parties (PAP):*** persons, groups and other entities within the project area that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to risk/change because of 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.

***PAP include Vulnerable Groups:*** persons who may be disproportionately impacted or further disadvantaged by the project(s) 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(s).

***Other Interested Parties (OIP):*** 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.

Engagement with all identified stakeholders will help ensure a deep-rooted understanding of issues and challenges leading to an evidence-based intervention as well as ensure participation and ownership from the stakeholders toward the successful implementation of the project. Additionally, it will enable the project to draw on their pre-existing expertise, networks and agendas as well as help clear trust deficits between stakeholders and with intervening organizations. It will also facilitate both the community’s and institutional endorsement of the project by various parties. Access to the local knowledge and experience also becomes possible through the active involvement of stakeholders.

## VIII. Potential Roles, Interest, and Influence of Key Stakeholders

**The project will directly benefit the following stakeholders:**

**The primary project beneficiaries of the project include the following:**

1. Children aged 11-18 years from vulnerable communities, enrolled in CBSE schools, who want to pursue vocational skills as a career trajectory.
2. Central Board of Secondary Education and the Ministry of Education will benefit from a successful model demonstrating incorporation of vocational skills in schools for improved school to work transition.
3. CBSE schools in rural India will benefit from an aspirational skills curriculum and training package to impart vocational education in schools.
4. Employers from the public and private sector who will benefit from an increased number of educated and skilled workforce with market-relevant skills.
5. Women/Girls/ Teachers in remote areas who don’t have access to internet
6. Children with special needs, particularly those located in remote areas

Stakeholder	Level	Description	Potential Role in the Project	Interest	Influence
<b>Central Board of Secondary Education</b>	National	CBSE is an autonomous body working under the overall guidance of the Ministry of Education, department of School Education and Literacy (DoSEL).	<ul style="list-style-type: none"> <li>Lead the strengthening of digital platforms for roll-out of vocational training.</li> <li>Lead the development of need assessment for identify skills with demand at the grassroots level for 9-12 grade students</li> <li>Generate awareness and advocacy on vocational skills to bridge information gaps about available employment opportunities</li> <li>Targeted outreach efforts with students, parents and sector experts to showcase skills development</li> <li>Enhancing the classrooms environment for skills development across 100 hub Schools</li> </ul>	High	High
<b>Teachers/ Faculty members of vocational training courses</b>	District/school level	The faculty are responsible for monitoring Educational, Administrative and Legal activities for schools as well as imparting training on skills and vocational education.	<ul style="list-style-type: none"> <li>Undertake regular monitoring and reporting of the project activities.</li> <li>Support M&amp;E activities including need assessments, tracer studies, qualitative assessments, third party validation, and studies to facilitate improved project design.</li> <li>Facilitate and supervise capacity building activities for CBSE students from vulnerable communities.</li> <li>Advise CBSE and state CBSE units on required resources including technological resources and other material school needs to enhance achievement vocational training in schools.</li> <li>Ensure all selected schools receive the required curricula, materials of curriculum and various documents required in the planning and effective instruction delivery.</li> <li>Conduct visits to all selected schools to monitor implementation of activities as per project guidelines.</li> <li>Provide an effective GRM for school going children and adults.</li> </ul>	High	High
<b>Students from vulnerable communities</b>	Local	In India, school-going children receive education at 4 subsequent levels - Foundational (ages 3 to 8), Preparatory (8 to 11), Middle (11 to 14) and Secondary (14 to 18). However, often students are not able to transition effectively to vocational training or receive the benefits of skills training. Since students are the direct beneficiaries of the	<ul style="list-style-type: none"> <li>Active participation in designing interventions for school strengthening and functioning.</li> <li>Role in various implementation and advocacy committees formed under the project.</li> <li>Attending, voicing opinions and providing suggestions in round table events organized as a part of the Project.</li> <li>Active participation in existing state government and central government schemes.</li> </ul>	High	Low

Stakeholder	Level	Description	Potential Role in the Project	Interest	Influence
		project, it becomes pertinent to understand and account for their challenges and intersectional vulnerabilities. Some students who may have disabilities (mobility, hearing, and vision impairment) and require assistive support in attaining quality education. Since each vulnerable group faces their own set of barriers to education, accounting for them becomes of extreme consequence to the success of the project.			
<b>Parents and Mothers</b>	Local	Parents particularly mothers of school-going children that form part of the project are high importance and high influence actors when it comes to creating a lasting impact. It thus becomes pertinent to engage with them, train them and instil within them a sense of ownership at the school, community, and state level. Parents of children going to school complexes can also become the torch bearers within their social circles, which may include parents of children that do not go to school complexes.	<ul style="list-style-type: none"> <li>Active participation by providing insights in designing interventions for school strengthening and roll-out of vocational training.</li> <li>Role in various awareness campaigns to be rolled-out under the project.</li> <li>Assist the school leadership in better monitoring of the student progress and achievement of related outcome indicators.</li> </ul>	High	Medium
<b>NGOs and CSOs</b>	National and local	These actors are important due to their on-ground networks and trust established with communities and can be an active, effective and quicker source of instilling ownership towards the project and sustaining change beyond the project lifetime.	<ul style="list-style-type: none"> <li>Initiating dialogue on concerns among stakeholders particular on women, access of vulnerable students to technology, importance of skills and vocational training for secondary grade students, etc.</li> <li>Creating awareness on holistic, equitable and inclusive Education for All, with specific references to the vulnerable population.</li> <li>Create platforms and opportunities to encourage active participation and dialogue with students, parents, teachers, vulnerable groups and relevant government departments.</li> </ul>	Medium	Medium
<b>Consultants hired through consultancies</b>	National and state level	These actors are crucial in ensuring that the roll-out of the vocation training programs is focused on inclusion and gender equity, particularly in rural areas.	<ul style="list-style-type: none"> <li>Provide technical advice to CBSE and state level officials on develop low-cost technology solutions to improve access and outreach of vocational training programs in rural areas and aspirational districts.</li> </ul>	Medium	Medium

## IX. Stakeholder Engagement Program

During the project implementation, the team will continue involving key community members in the finalization of the proposed activities by organizing community meetings and consultative workshops. Furthermore, the project will have a dedicated GRM to ensure the availability of an institutionalized platform for grievance expression and redressal measures. Information about contact details will be displayed at all Block and Cluster offices.

Stakeholders will be engaged in the implementation of activities throughout the project, building on the mechanisms already in place to engage students, parents, and community members. The following section broadly illustrates the activities associated with stakeholder engagement.

### ***Planned Stakeholder Activities***

Target Stakeholders	Topic of Engagement	Tools of Engagement and Modes of Disclosure	Frequency and Venue	Responsibility
<b>Central Board of School Education</b>	<ul style="list-style-type: none"> <li>• Liaise with relevant government authorities and vocational training educators to review progress and undertake timely course corrections, collation and dissemination of best practices to ensure successful achievement of project objectives.</li> <li>• Adoption of NEF guidelines to receive and redressing GBV related grievances.</li> <li>• Periodic students and parents' satisfaction surveys.</li> <li>• Development of a communication strategy to engage with stakeholders regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Project website, email, and telephonic conversations.</li> <li>• Implementation support and supervision missions.</li> <li>• Prior review of bids, mid-term, and final review.</li> <li>• Project appraisal and review.</li> <li>• Online and offline Group consultations.</li> <li>• Field missions and workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly or as needed.</li> <li>• Project review meetings to be undertaken biannually or quarterly depending on project arrangements.</li> <li>• Routine meetings to be conducted at the CBSE office.</li> </ul>	CBSE and World Bank officials
<b>E&amp;S nodal officers</b>	<ul style="list-style-type: none"> <li>• To monitor and review the progress of each project component, undertake timely course corrections, communicate relevant information to PMU and World Bank.</li> </ul>	<ul style="list-style-type: none"> <li>• Project website, email, and telephonic conversations.</li> <li>• In-person; monthly/ Quarterly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly/ quarterly at the CBSE office, Community</li> <li>• Premises</li> </ul>	PMU/CBSE
<b>Teachers/ Vocational trainers</b>	<ul style="list-style-type: none"> <li>• Development trainings on PD, career development, ICT, COVID-19 training etc.</li> <li>• Sensitization on youth issues including SRGBV, behavioral issues of adolescents and needs of CWSN.</li> <li>• Handling grievances and ensuring the safety of adolescent boys and girls.</li> <li>• Taking actions on any complaints regarding the instance of bullying and harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• IEC materials communicated through social media and brochures.</li> <li>• Information desks at vocational training centres and relevant NGOs and CSOs.</li> <li>• Online and offline group Consultations and roundtable discussions.</li> <li>• Training and sensitization workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises</li> </ul>	CBSE/PMU and Technical Consultants
<b>Students</b>	<ul style="list-style-type: none"> <li>• Training on skill development courses, career counselling and transition to the world of work, interventions to ensure safety and security of school campuses.</li> <li>• Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>• IEC materials communicated through social media, youth run Organizations and creative mediums of expression.</li> <li>• Students and parents' satisfaction survey.</li> <li>• Information desks at vocational training centres and relevant NGOs and CSOs.</li> <li>• Online and offline group consultations and roundtable discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises</li> </ul>	State-level officials, faculty members of select CBSE schools and CBSE coordinators.

Target Stakeholders	Topic of Engagement	Tools of Engagement and Modes of Disclosure	Frequency and Venue	Responsibility
	<ul style="list-style-type: none"> <li>Sensitization workshops and training on access to skill development courses, targeting CBSE schools in aspirational districts and rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness on National Council for Green Jobs and jobs that contribute to preserve or restore the environment.</li> </ul>		
<b>Students and parents from vulnerable communities and rural areas/ aspirational districts</b>	<ul style="list-style-type: none"> <li>Information asymmetries and training on skill development courses, career counselling and transition to the world of work, interventions to ensure safety and security of school campuses.</li> </ul>	<ul style="list-style-type: none"> <li>IEC materials communicated through social media, youth run Organizations and creative mediums of expression.</li> <li>Students and parents' satisfaction survey.</li> <li>Information desks at vocational training centres and relevant NGOs and CSOs.</li> <li>Online and offline group consultations and roundtable discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises</li> </ul>	State-level officials, faculty members of select CBSE schools and CBSE coordinators.
<b>Parents</b>	<ul style="list-style-type: none"> <li>Information on project components with special reference to behavioral attitudes, career counselling and transition to the world of work, interventions to ensure safety and security of school campuses.</li> <li>Application of web-based portal to register anonymous complaints regarding instances of bullying and harassment and grievance mechanisms.</li> <li>Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>IEC materials communicated through social media and Brochures.</li> <li>Students and parents' satisfaction Survey.</li> <li>Information desks at vocational centres and relevant NGOs and CSOs.</li> <li>Online and offline group consultations and roundtable discussions.</li> <li>Training and Sensitization workshops.</li> <li>Awareness on National Council for Green Jobs and jobs that contribute to preserve or restore the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises</li> </ul>	State-level officials, faculty members of select CBSE schools and CBSE coordinators.

## Stakeholder Engagement and Communication Strategy

### ***Public and Community Meetings***

Building upon the strong traditional institutions and governance systems, the project will develop effective communication channels and pathways to engage with direct project beneficiaries and other affected parties consistently.

### ***Mass/Social Media Communication***

Currently, skill development is viewed as short-term job-oriented option lacking linkages with a career path. Employers struggle to find skilled workers and young people entering the economy are not aware of the available employment opportunities in an evolving and growing economy, such as in logistics, electric vehicles, data analytics, organic farming, green construction to name a few. Skills building is crucial to the individual and meets society's demands, as seen with the recent COVID-19 pandemic and related critical services to keep the economy going.

There needs to be targeted outreach efforts with students, parents and sector experts to showcase skills development as a viable and prosperous career trajectory. The grant will support:

- a. Develop awareness campaigns linked to vocational careers, conduct regular information sessions with parents, students and industry, and create ideas competitions to surface innovative ideas and spark creative, entrepreneurial thinking.
- b. Outreach will include special gender sensitization sessions for parents and children to expose them to potential avenues of employment with flexible work models. These programs can be supplemented with career guidance activities with industry professionals, such as talks, seminars and workplace visits

### ***Students and Parents' Satisfaction Survey***

The CBSE will undertake periodic satisfaction surveys on a sample basis to understand the issues faced by students, especially vulnerable groups, and adolescents, etc. These surveys will help inform the project interventions as well as the stakeholder engagement strategy of the project. Surveys will be administered digitally keeping the identities of respondents anonymous.

### ***Communication Materials***

Relevant and important information will be disclosed to the public via a variety of communication materials through print (brochures, leaflets) and digital (audio and visual) mediums, in addition to in-person meetings and roundtables, keeping in mind the physical and technological accessibility of all groups identified. A one-way update channel through WhatsApp can be leveraged for large-scale information dissemination.

The spectrum of information covered through these mediums may include:

- a. Scope of the project and contact details of relevant authorities
- b. Overall project and district-wise factsheets with activities, timing, progress/milestones, and employment opportunities
- c. Process of GRM and Feedback Mechanism
- d. Environment Health and Safety (EHS) guidelines mandated by the World Bank
- e. Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators

- f. Awareness campaigns and individual brochures on sensitization towards vulnerable population.
- g. Best practices and lessons learnt etc.

### ***Project information for Local Representatives***

Local representatives will receive regular and timely information through official letters and emails, offline and online consultations with State, PMU and PMC representatives, in addition to the project website and social media platforms.

### ***Information Desks***

Information Desks can be established in select vocational centres, particularly in rural/aspirational districts to provide community members with information on stakeholder engagement activities, Grievance Addressal Mechanism and associated form(s), construction updates, contact details of the PMU and World Bank representatives.

### ***Information Disclosure***

The final draft of the SEP will be disclosed on CBSE's website. The SEP will be disclosed in all appropriate languages and will be publicly accessible throughout the project implementation period. All updated versions will also be re-posted on the project portal.

All future project related environmental and social monitoring reports and progress updates will be disclosed on the project webpage. Further, an easy-to understand guide to the terminology used in the environmental and social reports or documents can also be provided on the website. The website must also have details about the GRM, and electronic grievance submission form and any other feedback mechanism adopted by CBSE/MoE or participating state-level departments.

The GRM will be notified to the public and stakeholders within the first, six months of project implementation. The project website will be posting the status of the GRM status periodically on the website of the project.

The project will use various methods of engagement that will be used by the implementing agencies as part of their continuous interaction with the stakeholders. The method of engagement will be constantly reviewed for its appropriateness, outreach, and impact, as well as inclusivity.

### ***Estimated Budget***

The responsibilities and resources for implementing the SEP will be integrated under Component one of the proposed project.

The CBSE will have a dedicated PMU that will be responsible for day-to-day project management and coordination of project activities. The environment and social officer is also responsible for implementation of stakeholder engagement activities and GRM activities. Stakeholder engagement plan will be incorporated in the Annual World Plan and Budget.



## X. Grievance Redress Process

### ***Beneficiary Feedback and Grievance Redress***

In order to receive and facilitate the resolution of affected peoples' concerns, complaints, and grievances about the project's social and environmental safeguards performance, a GRM is proposed for the project.

The purpose of the GRM is to record and address any complaints that may arise during the implementation phase of the project and/or any future operational issues that have the potential to be designed out during implementation phase. The GRM is designed to address concerns and complaints promptly and transparently with no impacts (cost, discrimination) for any reports made by PAPs and the affected parties. The GRM works within the existing legal and cultural frameworks, providing an additional opportunity to resolve grievances at the local and project level.

### ***The Project GRM***

During the initial stages of the project, the affected persons will be given copies of grievance procedures as a guide on how to handle the grievances. The project will leverage the existing GRM mechanism adopted by the Ministry of Education and the STARS PforR Program. Establish a GRM which would function at three levels to receive, evaluate, and facilitate the resolution of concerns, complaints and grievances of the people affected by the project. The first level of redress will be at the block level followed by district and state level. SDEOs and DEOs will play a crucial role in managing the redress system. The third level will be at the state. The PD, DSE will be the overall in charge of the redress mechanism. In this mechanism, beneficiaries and citizens can turn to register any grievances on all issues related to the SALT project.

### ***Grievance Management Matrix***

<b>Grievance Procedures</b>	<b>LFP for each level</b>	<b>Grievance Form</b>	<b>Procedures for Grievance Management</b>	<b>Time for Consideration of Grievance</b>
Existing GRM adopted under the STARS Program aligned with the Ministry of Education	Existing GRM adopted under the STARS Program aligned with the Ministry of Education	Existing GRM adopted under the STARS Program aligned with the Ministry of Education	Existing GRM adopted under the STARS Program aligned with the Ministry of Education	Existing GRM adopted under the STARS Program aligned with the Ministry of Education

### ***Monitoring and Reporting***

M&E of the stakeholder process is considered vital to ensure that CBSE is able to respond to identified issues and alter the schedule and nature of engagement activities to make them more effective. Adherence to the following characteristics/commitments/activities will assist in achieving successful engagement:

- Sufficient resources to undertake the engagement
- Inclusivity (inclusion of key groups) of interactions with stakeholder
- Promotion of stakeholder involvement
- Sense of trust in DSE shown by all stakeholders
- Clearly defined approaches
- Transparency in all activities

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Specifically, by identifying key performance indicators that reflect the objectives of the SEP and the specific actions and timings, it is possible to both monitor and evaluate the process undertaken. Two distinct but related monitoring activities in terms of timing will be implemented:

- a. During the engagement activities: short-term monitoring to allow for adjustments/improvements to be made during engagement
- b. Following completion of all engagement activities: review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented.

### ***Review of Engagement Activities in the Field***

During engagement with stakeholders, PMC's engagement team (Environmental and Social Safeguards Experts, M&E Specialist) will assess the activities using a feedback evaluation form or asking questions to participants, depending on the stakeholder group, to ensure that messages are being conveyed clearly. The engagement team will conduct debriefing sessions while in the field. This assesses whether the required outcomes of the stakeholder engagement process are being achieved and provide the opportunity to amend the process where necessary. The use of engagement tools developed through the ESF engagement will include:

- a. Stakeholder database
- b. Meeting records of all consultations held

Moreover, the tool can be used to manage on-going Project issues, and for stakeholder identification and analysis processes.

### ***Reporting Stakeholder Engagement Activities***

Performance will be reviewed following the engagement sessions conducted in the field. In addition, there will be opportunity for the ESF engagement team (Environmental and Social Safeguards Experts, M&E Specialist) to review and assess performance in between the engagement sessions depending on the level of feedback received from stakeholders during these periods.

### ***Monthly, Quarterly and Annual Reports by Implementing Agency***

During the Project development and construction phase, the PMC Engagement Team (Environmental Safeguards Expert, Social Development Expert (Consultant) will prepare brief monthly reports on E&S performance which will include an update on implementation of the SEP. Monthly reports will be used to develop quarterly and annual reports to be reviewed by the E&S Project Coordinator. The quarterly and annual reports will be disclosed on the Project website and made available to village councils.

### ***Quarterly E&S Compliance Reports to the World Bank***

Quarterly E&S reports will be prepared and submitted to the World Bank during the project implementation period. Among other aspects required to be covered in line with the Environment and Social Framework, a section on Stakeholder Engagement will be included in these reports which will include an update on implementation of the Stakeholder Engagement Plan.