

Stakeholder Engagement Plan (SEP)

LIFTING EDUCATION ACCESS AND RESILIENCE IN TIMES OF NEED IN UKRAINE PROJECT (LEARN)
(P504171)

July 2024

1. Introduction/Project Description

The Project comprises the Investment Project Financing (IPF) Component of the Lifting Education Access and Resilience in Times of Need in Ukraine (LEARN) Program for Results Operation.

The IPF component aims at supporting the Ministry of Education and Science in the implementation of the New Ukrainian School (NUS) reform in upper grades (8-12) and strengthening the MoES' capacity to manage critical reforms and allocate resources. Thus, it will finance the development of educational methodologies and teacher's and managers' professional development for the grades 8 to 12, as well as the procurement of laboratory and IT equipment in pilot schools. Importantly, the IPF will also enhance the management capacity of the MoES related to the NUS, to specifically strengthen (i) data and evidence, (ii) sectoral planning, monitoring, and (iii) the efficiency of domestic financing. Also, complemented by a System Capacity Grant (SCG) financed by the Global Partnership for Education (GPE), the IPF will support capacity building activities within the MoES for the implementation of the Strategic Action Plan across the education system.

1. **Sub-component 1. Support the rollout of NUS in grades 8 to 12 (US\$16,6M).** The NUS reform is rolled out grade by grade with grade 8 being implemented beginning in 2025. This part seeks to prepare educational institutions for the rollout of i) grades 8-9 of basic school, and ii) grades 10-12 of high profile school by updating educational and methodological support in accordance with modern educational standards and ensuring high-quality professional development of teachers, as well as iii) strengthen capacities of the Ukrainian Institute of Education Development (UIRO) as a key implementing educational institution for the NUS reform. The activities will include:

- a. ***Activity 1.1. NUS reform in grades 8 and 9*** by a) developing and pilot implementation of a new procedure for examination of educational and methodical materials for NUS piloting, b) developing, printing, and testing teaching and methodological materials for the grade 9 pilot, c) developing teacher training programs for grades 8 and 9, and d) equipping schools participating in the piloting of the NUS reform at the basic education level with STEM equipment, furniture, ICT devices, etc.
- b. ***Activity 1.2. NUS reform for grades 10 to 12*** by a) developing educational and methodological materials for the pilots of grades 10 to 12, b) developing teacher and lyceum leader training programs for grades 10-12, and c) equipping schools participating in the piloting of the NUS reform at the level of high profile school education with STEM equipment, furniture, ICT devices, etc
- c. ***Activity 1.3. Strengthening the UIRO capacity*** through a) an organizational capacity audit, b) the design of a capacity development plan, c) staff training, d) the creation of a digital platform for the storage, distribution, organization, and assessment of digital educational materials, and e) material and technical equipment for educational and methodological labs of UIRO. UIRO capacity would also be further strengthened through technical

assistance to design a fit-for-purpose instrument for measuring teacher classroom practices, and to implement this instrument in a sample of classrooms in grades 8-12.

2. Sub-component 2. Strengthen MoES Management Capacity (US\$2,7M). This part seeks to strengthen the capacity to successfully manage, monitor, and evaluate the rollout of the NUS reform by investing in i) the development of sustainable institutional and operational capacity of the MoES, ii) the creation of a special online platform (SOP) for conducting State Final Examination (DPA) (conducted for students in grades 4, 9, and 11), iii) modernization of the education management information system (AIKOM), and iv) education infrastructure planning. The activities will include:

- a. *Activity 2.1. Institutional and operational capacity of MoES* (for effective support to response and recovery of the school education sector, implementation of subventions, and continuation of the New Ukrainian School reform (including the development and support of the upper secondary school pilot).
- b. *Activity 2.2. Creating SOP for DPA* through a) the development and piloting of SOP software, b) modernization of SOP software, its technical support, , and c) expansion of software functionality for the grade 9 DPA. The development of the SOP would complement the NUS reform by increasing efficiency in the measurement and analysis of student performance trends over time and across the country.
- c. *Activity 2.3. Modernization of AIKOM* through a) development of new AIKOM functionality and b) support for AIKOM interoperability with the solutions/clients developed as part of the UNESCO/GPE project.
- d. *Activity 2.4. Education infrastructure planning* through preparation of infrastructure development plans for educational institutions, as induced by the war-related challenges to their safe operation, and the need to rebuild educational infrastructure on the ‘build-back-better’ approach. These could include, i.e., characterization, development of feasibility studies and detailed designs for at least 5 typical transformations of the pre-schools.

3. Sub-component 3. Project management and monitoring. The objective of this part is to support the effective management and implementation of the proposed program. This part would finance the day-to-day management and monitoring of the proposed project through a Project Implementation Unit (PIU). It would cover salaries for such consultants, including a project manager and fiduciary, environmental and social risk management specialists. It would also finance training activities, targeted technical assistance, data collection and analysis, project monitoring and evaluation, and operating costs.

4. Sub-component 4. Contingent Emergency Response Component: Following an eligible crisis or emergency, the Borrower may request the World Bank to re-allocate project funds to support emergency response and reconstruction. This component would draw from the uncommitted loan/credit/grant resources under the project from other the IPF component to cover emergency response. As part of project preparation, the Borrower prepares, with the World Bank’s support, a CERC Annex to the Project Operations Manual (POM).

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

2. Objective/Description of SEP

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

Other related environmental and social documentation for the project includes the Environmental and Social Systems Assessment (ESSA) for the broader PforR program, prepared and disclosed by the World Bank during project preparation. The ESSA identifies the stakeholders for the broader program and describes the manner in which stakeholder engagement is mainstreamed into all interventions. A Stakeholder Engagement and Communications Plan will be prepared for the PforR under the Program Action Plan. An Environmental and Social Commitment Plan (ESCP) is also prepared for the IPF Project.

3. Stakeholder identification and analysis

3.1 Methodology

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

- *Openness and life-cycle approach*: Public consultations for the project(s) will be arranged during the whole life cycle, carried out in an open manner, free of external manipulation, interference, coercion, or intimidation.
- *Informed participation and feedback*: Information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholder feedback, and for analyzing and addressing comments and concerns.
- *Inclusiveness and sensitivity*: Stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups that may be at risk of being left out of project benefits, particularly women, the elderly, persons with disabilities, displaced persons, and migrant workers and communities, and the cultural sensitivities of diverse ethnic groups.
- *Flexibility*: If social distancing, cultural context (for example, particular gender dynamics), or governance factors (for example, high risk of retaliation) inhibits traditional forms of face-to-face engagement, the methodology should adapt to other forms of engagement, including various forms of internet- or phone-based communication. Within the current context of the war in Ukraine, stakeholder engagement is constrained by martial law.

3.2. Affected parties and other interested parties ¹

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project. The projects' stakeholders also include parties other than the directly

affected communities. include NGOs or civil society groups at the local and national levels, business owners and providers of services within the project area, other government officials].

Specifically, the following individuals and groups fall within these two categories:

Stakeholder group	Interests	Influence	
		Interest	Impact
Project-affected parties			
IPF Component: Supporting the implementation of the NUS reform in upper grades (8-12) and strengthening the MoES' capacity for education system's management			
School teachers and school teachers unions (if available)	<ul style="list-style-type: none"> Professional development, career advancement, Improving the effectiveness of the learning process Boosting professional motivation 	H	H
School managers	<ul style="list-style-type: none"> Enhancing education management system effectiveness through technology implementation Ensuring adequate and transparent funding for educational institutions Improving managerial skills and professional growth 	H	H
Pupils and their families	<ul style="list-style-type: none"> Equal access to quality educational services Safe, comfortable, and inclusive learning environment Availability of highly qualified teaching staff in educational institutions 	H	L
Founders (local self-government bodies)	<ul style="list-style-type: none"> Improving the efficiency of funds allocated to educational institutions State assistance in developing and restoration of educational infrastructure at the community level 	H	M
Relevant Directorates in the MOES	<ul style="list-style-type: none"> Enhancing opportunities for shaping state policy in the education sector 	H	H
Ministry of Social Policy	<ul style="list-style-type: none"> Enhancing opportunities for disadvantaged children including poor and those with disabilities Dissemination of information 	H	M

Stakeholder group	Interests	Influence	
		Interest	Impact
Ukrainian Institute of Education Development (UIRO)	<ul style="list-style-type: none"> • development of educational standards, curricula, their implementation, and providing methodological support to teachers and schools • development of professional standards and training programs for pedagogical staff, teaching materials, and methodological recommendation • providing educational and methodological support for teachers working in inclusive educational environment, preparing proposals for improving the content, forms and methods of education of children with special educational needs 	H	H
Other interested parties			
Cabinet of Ministers of Ukraine, Ministry of finance of Ukraine	<ul style="list-style-type: none"> ▪ Speed of delivery – demand for results quickly ▪ Providing meaningful support for relief & recovery in war affected communities 	H	H
National and local media and	<ul style="list-style-type: none"> ▪ Minimizing risk of Project benefits lost to corruption ▪ Transparency, accountability, and robust public information flow about Project activities ▪ 	M	H
Local and international NGOs	<ul style="list-style-type: none"> ▪ Representing the interests of vulnerable groups such as children with disabilities, and women’s organizations ▪ Environmental issues such as climate change and site-specific environmental management of construction 	M	H
Donors	<ul style="list-style-type: none"> ▪ Providing financing and experience with similar projects 	H	H

3.3. Disadvantaged/vulnerable individuals or groups²

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

Disadvantaged/vulnerable individuals and groups are those who may do not have a voice to express their concerns or understand the impacts of a project, are sometimes excluded from stakeholder engagement. Within the context of the project,

Within the context of Ukraine education sector, the following vulnerable groups can be identified: a) internally displaced children and their families as a result of the war; b) children with special learning needs or children with disabilities, and their families; c) poor children living in households with more than two children; d) marginalized ethnic communities, such as Roma; d) orphans and social orphans that live

in an institutionalized environment and who may miss on the benefits and services provided by the project e) rural populations including teachers and children that are disadvantaged in terms of physical and digital connectivity and access to education. Although the project is not targeting these groups directly, their needs should be considered as a focus of the capacity building activities and systems supported under the project.

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

4. Stakeholder Engagement Program

4.1. Summary of stakeholder engagement done during project preparation

A summary of the public consultation meetings conducted during project preparation will be provided.

The environmental and social reports and plans have disclosed through MoES website¹ from June 17 to July 9, 2024. The disclosed documents included Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP) and Environmental and Social Systems Assessment (ESSA).

MoES has received 3 written feedback emails in response to the disclosed documents from national non-governmental organizations: International Charitable Foundation “SavED”, Education Foundation “MriyDiy”, and Studio of Online Education EdEra. **Their main suggestions were to i) ensure sustainable ecological and energy-efficient impact of the project activities, ii) safeguard building sites from the war impacts through risk management procedures, iii) invite parents and local stakeholders to partake in decision-making during the project implementation, iv) provide transparent and publicly available information on the course of the project.** The feedback also included a suggestion to streamline additional project funding towards mental health and psycho-social support of teachers, particularly those who are located in the regions most affected by the war.

In addition to the written consultations and to enable more opportunities for discussing the project, MoES and the World Bank have jointly held 2 sessions of public consultations with stakeholders on July 3, 2024. The sessions targeted stakeholders at various levels of the education management – national and regional level and were publicly advertised through MoES website to enable a wide outreach². Next to a publicly available MoES news, MoES has officially invited various groups of stakeholders by its official letters. The invited groups included teachers and teachers' unions, school directors, students and their families, donors and non-governmental organizations (incl. working in the sectors of ecological education and development, women rights, and Roma population) and governmental institutions (Institute of Educational Analytics, Ukrainian Institute for Education Development). The total number of connected participants to both sessions reached almost 130 persons, being equally distributed among national and regional participants.

Key discussion points during the national-level consultations encompassed i) support to education continuity for students with special learning needs, ii) need for quality provision of in-service teacher

¹ <https://mon.gov.ua/news/mon-proponuie-do-hromadskoho-obhovorennia-proiektiv-dokumentiv-z-ekolohichnoi-ta-sotsialnoi-otsinky-proiektu-vdoskonalennia-rezultativ-osvity-v-skrutnyi-chas>

² *ibid.*

training, iii) implementation arrangements of the investment project, and iv) risk and contractors management for shelter rehabilitation projects. The topic of teacher training quality and sustainability has been also flagged during the subsequent regional stakeholder consultation meeting, followed by clarifying questions about availability and use of the NUS subvention funds in 2024 and MoES recommendations for the subject 'Defense of Ukraine'. More details on the outcomes of public consultations are provided in Annex 1 to this document.

The prevailing majority of the suggestions provided during the stakeholders consultations are already well integrated in the project environmental and social reports and plans.

MoES has ensured that it will continue to prioritize inclusivity and schooling of students with special learning needs, as relevant and central to the NUS reform concept. Inclusive learning and teaching arrangements will be considered for both subvention management for the NUS rolling-out under the PforR component and enhancing learning environment for the NUS pilot under the investment component.

The stakeholder discussions have also re-emphasized the need for MoES to focus on the quality, consistency and sustainability of in-service teacher training as aligned with the NUS curriculum and standards. During the project implementation, MoES will also liaise with pre-service teacher training institutions (e.g., pedagogical universities) as part of the project effort to improve quality of teacher training.

The project implementation arrangements have been presented in a sufficient detail by both MoES and the World Bank during the stakeholder discussions. MoES will continue to present the project information in a timely and transparent manner through its official resources.

The discussion around the risks associated with contractors' malpractices, efficiently moderated by the World Bank ESF specialists, has been useful to highlight accountability and discretion of local authorities when faced with violation of the national building legislation and norms. Further steps to support hromadas in contract management is already included in ESSA.

The written comments received will addressed by MoES in the following way.

Procedures for reporting environmental and social incidents, including clear timelines and responsible persons, will follow Bank's standard language for incident reporting, with further details comprising a separate part of the Project Operational Manual. Strengthening the control over compliance with environmental standards during the construction and renovation of educational institutions, on the national and local levels, is envisaged by the PAP, as part of the monitoring process.

The E-Waste Management Plan is already covered under the ESCP for the IPF component. Construction waste that will be generated by the PforR activities and ensuring the sustainable use of water resources, including the installation of systems for collecting and using rainwater, is covered by ESSA (Annex 1, ESMP Checklist). Similarly, ESSA covers measures for risk management related to potential military actions, and appropriate protection of construction sites.

The responsible use of environmentally safe materials in the construction and renovation of school buildings is streamlined with the Actions already included in the program design, namely, to develop guidance for technical requirements (for shelters, school busses and IT infrastructure) to promote and

implement feasible climate change adaptation/mitigation measures, sustainable development practices etc.

The suggested environmental research is beyond the scope of this PforR, while environmental monitoring will be covered by the PIU and implementing parties will engage in a capacity building campaign, in line with Annex 1 of ESSA. The PAP capacity building campaign also foresees training for local contractors and workers on compliance with environmental and social standards. In broader terms, developing and implementing programs to raise public awareness about the importance of environmental standards and social responsibility makes part of the project design.

Greening the grounds of educational institutions and creating green zones falls beyond the scope of PforR and IPF. Similarly, the request to conduct regular environmental activities and events at schools, which will help raise students' environmental awareness, lies outside the PforR scope.

To sum up, the MoES will ensure a continuous dialogue with environmental NGOs throughout the project implementation to safeguard its sustainable environmental impact. MoES also undertakes to continue with its already existing good practice of local stakeholders consultations for developing their agency and ownership in the education reforms process. Finally, the progress with the project implementation will be publicly available to all stakeholders and all the relevant information will be timely and publicly disclosed.

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 for the different activities, as stated described in the table below.

4.3. Stakeholder engagement plan

Project Stage/ Component	Estimated Date/Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Implement sub- Component 1: Support the rollout of NUS <ul style="list-style-type: none"> NUS Pilots /materials for grades 8-12 Equipping schools with STEM and ICT equipment Strengthening capacity for UIRO, digital platforms for educational materials 		Connectivity, accessibility and capacity to roll out NUS including STEM and ICT equipment Universal design for learning	Consultations (mainly on-line); surveys (e.g. with cell phones) Disclosure of draft materials and terms of reference Consultations and Focus Group meetings/discussions Correspondence by phone/email and one on one meetings	All stakeholders, including representative teachers, and NGOs representing marginalized/vulnerable groups, environmental NGOs Teachers, school staff and parents, in representative geographic regions, gender etc. Government entities	MoES , UIRO (for Activity 1.3) Local governments and school staff on behalf of MoES and/or UIRO MoES , UIRO (for Activity 1.3)

Implement Sub-component 2: <ul style="list-style-type: none"> • MOES institutional strengthening • SOP development • Modernize AIKOM 		Connectivity, accessibility, and foreseeing implementation challenges Universal design for learning Addressing needs of internally displaced children	Consultations Focus Group meetings/discussion and purposeful sampling. Correspondence by phone/email and one on one meetings	All stakeholders including teachers, school staff and parents, in representative geographic regions, gender, age, etc Government entities	MoES
Implement Sub-component 2 Education infrastructure planning		E&S impacts associated with design of typical/ model pre- schools (e.g. energy efficiency, universal access)	One on one meetings Community and group consultations Correspondence by email/phone	NGOs representing vulnerable groups, environmental NGOs Directorates within MOES	MoES
Implement Sub-component 3 training activities		Accessibility, and connectivity of training events Safety protocols for any in person training as per Emergency Preparedness Plan	Correspondence by phone/email and one on one meetings Outreach activities Feedback and surveys from training events	Teachers and school staff benefitting from training	MoES

Proposed Strategy for Information Disclosure

Stakeholder group	Project information shared	Means of communication disclosure
Ministry of Education and Science of Ukraine		▪

PIU	<ul style="list-style-type: none"> ▪ Summary project objectives and general information. Regular updates on project implementation 	
Cabinet of Ministers of Ukraine, Ministry of finance of Ukraine Ministry of Social Policy	<ul style="list-style-type: none"> ▪ Environmental and social commitment plan ▪ Stakeholder engagement plan and other ESF related documents ▪ Grievance mechanism 	
Non-Governmental and community based organizations National and local media	<ul style="list-style-type: none"> ▪ Information about timing and modalities for consultations and summaries of of consultations, once completed 	<ul style="list-style-type: none"> ▪ Public notices, publications and press releases on the official websites. Public information requesting according to the Law of Ukraine “On access to public information”
Local authorities	<ul style="list-style-type: none"> ▪ Information about improvement of equipment and enhancement of educational system 	<ul style="list-style-type: none"> ▪ Public notices in local media and offices, communication with local population and other local stakeholders
Teachers and school managers	<ul style="list-style-type: none"> ▪ Information about trainings and capacity building program 	<ul style="list-style-type: none"> ▪ Official communication channels, information from local education authorities
Pupils and their families	<ul style="list-style-type: none"> ▪ Information about the NUS and Project activities 	<ul style="list-style-type: none"> ▪ Public notices in local media and offices, communication with local population and other local stakeholders

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

Using existing agencies and mechanisms with a proven track record is an effective approach for implementing relief and recovery operations. Given the urgency for expedient and effective implementation, to the extent possible, LEARN will capitalize on existing institutions, platforms, and mechanisms (such as GRM, stakeholder engagement channels, etc.) that are trusted, acceptable to the Bank and have the capacity to facilitate the implementation of project-finance activities. The MOES, as

the implementing agency for LEARN, is highly experienced with solid institutional capacity in place, developed during the preparation and implementation of Ukraine Improving Higher Education for Results Project (UIHERP) Project financed by WB.

The overall responsibility for the project implementation, including the E&S-related aspects, lies with the Project Implementing Unit (PIU) within MOES.

The Project will maintain a dedicated, itemized budget for implementing the SEP including staffing; communications and outreach activities; consultation events; and training. It should be noted that technical assistance activities procured under the project should include the costs of stakeholder engagement and information disclosure activities consistent with the SEPion, in view of activity specific stakeholder consultations and information dissemination. The source of funding is the Project budget.

5.2. Management functions and responsibilities

The main entity responsible for carrying out stakeholder engagement activities are the members of the Project Implementing Unit (PIU) within MoES.

The PIU will work with the Department of Document Management, Control and Information Technologies of MoES - the Department of Citizen’s Appeals to resolve any grievances related to project activities that come in through MoES channels.

The stakeholder engagement activities under the project will be documented through semi-annual reporting on project 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.

6.1. Description of GM

Objective:	To strengthen transparency and accountability to beneficiaries and provide channels for project stakeholders to provide feedback and/or express grievances related to project supported activities.
Aims:	Identification and resolving of issues affecting the project; mitigate the risk of the project inadvertently affecting citizens/beneficiaries; obtain feedback and learning to help improve project impact.
Activities:	Receive, record, evaluate and address complaints and concerns from project affected parties and citizens at project level and escalate for further response as needed.
Scope:	GM will be available for project stakeholders (especially project beneficiaries and those directly or indirectly affected, positively or negatively, by the project) and other

	interested parties to submit questions, comments, suggestions and/or complaints, or provide any form of feedback on all project-funded activities.
Implementation Structure:	The GM for the project is managed by the MOES/PIU. The PIU will work with the Department of Document Management, Control and Information Technologies of MoES - the Department of Citizen's Appeals to resolve any grievances related to project activities that come in through MoES channels.
Legal basis:	Citizens' appeals, complaints and recommendations procedure is specified in the Law On Citizens' Appeals and amendments to the latter through the 2015 amendment on Electronic Petitions. According to the mentioned law and Constitutional Article 40, the Project proposes the following channels through which all interested parties can make complaints regarding project-funded activities.

Grievance procedure

Dissemination of GM	Information included in SEP and available at the MOES website, disseminated in communications with stakeholders. MoES will disseminate information about GM for such category of stakeholders as teachers and parents and report on such measures .
Channels for submitting complaints	<p>MoES:</p> <ul style="list-style-type: none"> • By the phone number: (044) 481-47-57, (044) 481-47-65, (044) 481-47-95 • By E-mail: ez@mon.gov.ua • Through the following web page: mon.gov.ua • In writing: 01135, Kyiv, 10, Beresteyskiy ave. • In person: at the above addresses or at the addresses of delegated authority by the latter • Other: Written complaints to project staff (through project meetings) <p>Education Ombudsman Service:</p> <ul style="list-style-type: none"> • By Email: ez@eo.gov.ua • Through the following web page: http://zvernennya.eo.gov.ua • In writing: 04053, Kyiv, Lvivska Sq., 14A (https://eo.gov.ua/podaty-zvernennia/2020/06/21/) • Phone: +380 951438726 <p>Government contact center</p> <ul style="list-style-type: none"> • Phone: 1545 <p>For corruption issues</p> <ul style="list-style-type: none"> • Whistleblower Reporting Portal whistleblowers.nazk.gov.ua • Phone +38 (044) 481 32 06

	<p>Anonymous complaints: may be submitted without personal details. Anonymous Confidentiality will be ensured in all instances, including when the person making the complaint is known.</p>
Sorting, Processing	<p>A focal point at the MOES (Department of Document Management, Control and Information Technologies of MoES), who receives a complaint, registers it according to the internal rules of the MOES. Upon receipt of the complaint within the Project, the Head of PIU is promptly notified about grievance received and forwards the complaint to the responsible person for addressing in PIU.</p> <p>The specialist social issues will register the complaint in the Grievance log.</p>
Acknowledgement and follow-up	<p>The person/department responsible for reviewing the complaint will gather and examine all facts related to the submission of the Grievance. The process may include meetings/virtual consultations with the complainant (if needed) and others who can contribute to the resolution. The review period may be extended up to 30 working days, and the complainant must be informed of this within 15 working days, regardless of whether: additional consultations are needed to respond to the complaint; the complaint involves a complex volume of information, and additional materials need to be studied to respond.</p> <p>After the investigation is completed, the response will be provided to Complainant. The social issues specialist will record actions taken in the Grievance log.</p>
Verification, Investigation	<p>Investigation of the complaint is lead by the Project Coordinator who assign resources and responsibilities for investigating the complaint including gathering facts in order to generate a clear understanding of the circumstances surrounding the grievance. The investigation/follow-up can include site visits, review of documents and a meeting with those who could resolve the issue. A proposed resolution is formulated by the Project Coordinator and communicated to the complainant no later than 15 days after receipt.</p> <p>Complaints requiring additional evaluation are considered and resolved no later than one month after receipt (Article 20 of <i>the Law of Ukraine on Citizens' Appeals</i>)</p>
Handling of SEA/SH complaints	<p>The project will develop procedures to handle sensitive and confidential complaints, including those related to Sexual Exploitation and Abuse/Harassment (SEA/SH) in line with the World Bank ESF Good Practice Note on SEA/SH. The procedure will ensure (i) confidential referral of survivors to support services (health, legal, psychosocial, security and other assistance), based on the consent, needs and wishes of survivors; (ii) linkage to the domestic legal system (based on the consent of survivors unless the reporting to the law enforcement agencies is mandatory in Ukraine). Unlike other types of issues, SEA/SH Grievance Mechanisms do not conduct investigation, make any announcements, or judge the veracity of allegations; and (iii) determination of the likelihood that SEA/SH allegations relate to the Project. If a SEA/SH incident is confirmed, an employer is expected to take a corrective action against the perpetrator.</p>

Escalation and Appeal	<p>Complaints that cannot be resolved within one month referred to the head or deputy of the organization to define necessary time for its consideration, and report about it to the person who filed the appeal (entire term for resolving issues raised in the complaint may not exceed forty-five days).</p> <p>If the complainant is not satisfied with the proposed resolution of the complaint. Once all possible means to resolve the complaint have been proposed and if the complainant is still not satisfied, then they should be advised of their right to legal recourse.</p>
Response to complainant	<p>The complainant will be informed about the results of verification via letter or email, as received. The response shall be based on the materials of the investigation and, if appropriate, shall contain references to the national legislation.</p>
Monitoring and reporting	<p>The project will prepare a semi-annual report of GM results, including any suggestions and questions, to the project team and the management, and review the status of complaints to track which are not yet resolved and suggest any needed remedial action.</p>
Training	<p>MoES will conduct training for the staff of the Office of Information Policy and Communications and Department of Records Management, Control and Information Technologies - on the project GM, including anonymous grievances and WB ESS10 requirements related to GM.</p>
Progress reports submitted to the World Bank	<p>In the semi-annual project implementation reports submitted to the Bank, MOES will provide information on the following:</p> <ul style="list-style-type: none"> • Status of establishment of the GM (procedures, staffing, awareness building, etc.); • Quantitative data on the number of complaints received, the number that were relevant, and the number resolved; • Qualitative data on the type of complaints and answers provided, issues that are unresolved; • Quantitative data on the number of SA/SH complains; • Time taken to resolve complaints; • Number of grievances resolved at the lowest level, raised to higher levels; • Any particular issues faced with the procedures/staffing or use; • Factors that may be affecting the use of the GRM/beneficiary feedback system; • Any corrective measures adopted.
Referral to World Bank GRS	<p>Communities and individuals who believe that they are adversely affected by a WB supported project may submit complaints to the above project-level GM or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns.</p>

	<p>Project affected communities and individuals may also submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit: http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service.</p>
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The project will establish and operate a responsive Grievance Mechanism to allow Project Workers under ESS2 to inform management of labor issues and raise workplace concerns and labor-related matters without retaliation. This mechanism will use the same uptake channels of the project's overall GM but follow separate avenues for the resolution of labor-related complaints and shall be further detailed in the Project Operations Manual.

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

MOES will maintain a database and activity file detailing all public consultation, disclosure information and grievances collected throughout the Project, which will be available for public review on request.

MOES will also closely monitor the effective implementation of all safeguards' instruments (SEP, ESMPs and the GRM designed under the Project).

MOES will prepare and will submit to WB and other interested parties the semiannually Project's progress reports that will include the information on stakeholder engagement activities, which will include:

- Activities conducted;
- Public outreach activities (meetings with stakeholders and newsletters);
- Entries to the grievance register;
- New stakeholder groups (where relevant).

7.2. Reporting back to stakeholder groups

The SEP will be periodically revised and updated as necessary in the course of project implementation. semiannually summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventive actions, will be collated by responsible staff and referred to the senior management of the project. The semiannual summaries will provide a mechanism for assessing both the number and nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner. Information

on public engagement activities undertaken by the MOES during the year may be conveyed to the stakeholders through the publication of Reports and publications on the MOES official website.

List of Annexes

Annex 1. Minutes of Stakeholder Consultations Meetings on the Social and Environment Framework

Annex 2. Comments received as a result of the publications on the web site

Annex 1

Minutes of Stakeholder Consultations Meetings on the Social and Environment Framework

Date	July 03, 2024
Time	Session I. National stakeholders. 15:00 - 16:30 EEST Session II. Regional stakeholders. 16:30 – 18:00 EEST
Project name	Lifting Education Access and Resilience in Times of Need in Ukraine Project (LEARN)
Venue	Online
Moderators	Ihor Khvorostianyi, Director General for the Directorate of School Education, Ministry of Education and Science of Ukraine Sergiy Artemenko – Project Manager – Head of the Project Implementation Unit “Ukraine Improving Higher Education for Results Project”
Number of participants	Session I. 61 connected Session II. 65 connected
Main course of consultations	Discussion of social and environmental management of the joint project with the International Bank for Reconstruction and Development “Lifting Education Access and Resilience in Times of Need in Ukraine”
MoES representatives	– Yevhen Kudriavets, First Deputy Minister of Education and Science of Ukraine – Ihor Khvorostianyi, Director General for the Directorate of School Education, Ministry of Education and Science of Ukraine
World bank representatives	– Enrique Alasino, Senior Education Specialist, World Bank – James Gresham, Senior Education Specialist, World Bank – Deborah Beth Berger, Senior Social Development Specialist, World Bank – Oksana Rakovych, Senior Environmental Specialist at World Bank Group
Presentations	– Presentation of the Project “Lifting Education Access and Resilience in Times of Need in Ukraine” and its Stakeholder Engagement Plan – Information on the Environmental and Social Assessment of the “Lifting Education Access and Resilience in Times of Need in Ukraine”

Q&A session

Session I. National stakeholders

Question (Inna Sergiyenko):

Does the program include a real re-certification of teachers from pedagogical universities, considering modern education requirements, including inclusion?

Answer:

Both parts of the Project will be aimed at the NUS reform. There is no provision for involvement of the higher education institutions, but the work with teachers will be conducted through both in-service and pre-service teacher training.

Question (Inna Sergiyenko):

Does the program provide for the creation of conditions and educational programs for children with special educational needs (especially mental disabilities)? If so, will programs legalized in Europe and the USA but not in Ukraine be implemented?

Answer:

Inclusion is one of the foundational principles of the NUS reform; inclusiveness will be considered a central approach and priority in the content and subventions.

Question (Inna Sergiyenko):

Will there be control over the real improvement of teacher qualifications? There are many fake qualification improvement services on the market today.

Answer:

The Ministry of Education and Science (MoES) has issued an order to create a working group to develop proposals for the Cabinet of Ministers Resolution 800. MoES is aware of the need to control the quality of the service providers. The developed recommendations aim to change this situation.

Question (Inna Sergiyenko):

Will specialists from public organizations be involved as consultants regarding the special equipment, for example, for children with special educational needs?

Answer:

All procurements will be performed according to World Bank rules. If there is a need for specialists, the corresponding specialists will be selected according to national legislation and World Bank rules.

Question (Viktor Sapalyov):

Kyiv Region

How the recommendations for contractors be enforced? What will happen if requirements are violated? Fines in the contract?

Answer:

We are making recommendations because they are already provided by Ukrainian legislation. They are mandatory according to the current legislation. So, there will be no separate enforcement. The contractor must fulfill their contractual obligations. The contract can be suspended until the contractor starts working properly.

Question (Viktor Sapalyov):

What is the implementation period - construction? How do you plan to overcome the risk associated with contractors - lack of staff in construction companies?

Answer:

The period of construction will be defined by the design documentation. The Ministry cannot impact the problem with the staff in the construction companies.

Question (Inna Sergiyenko):

The Institute of Educational Content has not responded to the letter about including art books on inclusion in the program for two months.

Answer:

The comment is noted and will be discussed outside today's agenda.

Question (Olena Zaplotynska):

How will this project be implemented? Through which providers? Will the Ministry of Education and Science directly implement it through a project office/project offices for the main directions, or will providers, including NGOs, be selected?

Answer:

MoES, local communities and Ministry of Finance will implement the system component of the program, PforR. For the investment project, project implementation unit at the MoES will be working with corresponding directorates. Additional expertise would be hired as needed, including both international and local companies and individuals following the approach of other World Bank-funded projects.

Question (Vira Shchepoch):

When is the digital State Final Examination planned?

Answer:

The State Final Examination is canceled during the martial law period. It has been determined that piloting for grades 4 and 9 will take place. During the pilot, the process will be digitized.

Question (Inna Sergiyenko):

There are problems the ministry may not be aware of. For example, special headphones that reduce noise levels. We are currently receiving them as humanitarian aid, but it would be good to purchase them for schools, especially in regions with many shellings, so specialists from public organizations are needed. It would be unfortunate if all accessibility were only for children with musculoskeletal problems, and children with sensory and mental issues were left "overboard."

Answer:

The issue of inclusiveness will be considered very broadly.

Question (Ivanna Vikhtynska):

How many shelters are planned to be built with project funds?

Answer:

The plan is now for 57 shelters. It depends on the available financing in subsequent years and the Ministry of Finance. Investment funds foreseen in this project will not finance the construction.

Session II. Regional stakeholders

Question (Alla Ostapenko): In your presentations the indicators for the quality of the construction of shelters was presented in detail. Is there any view in this project about the indicators of the quality of training of teachers under the NUS reform. That would be important to consider for the representative of the In-service Teacher Training Institute.

Answer: Yes, the project is intended to, and as you know, the NUS subvention is also aimed at increasing the qualifications of teachers in Ukraine through the In-service Teacher Training Institute. Therefore, these indicators and criteria are considered in both parts of the project. It is important to emphasize, that this also impact not only the teachers, but also the administration of the educational institutions. Therefore, this should be considered in systemic way of the New Ukrainian School reform combining preparation of the teachers, and the management of the educational institutions to share the ideas and principles of the new Ukrainian school. Therefore, the project components pay special attention to local education community, quality of the educational content, professional development of teachers and administration of educational institutions as well as improvement of educational environment.

Question (Department of Education and Science of the Kirovohrad Regional State Administration): There is a question about the subject 'Defense of Ukraine'. According to the paragraph 2 of the order of the Ministry of Education and Science of Ukraine No.731, MoES has to approve the methodical recommendations within a week after issuing the order. We are unable to locate them, and we are expecting these recommendations. This constrains the distribution of the subvention between the territories, and there was also a question of update of the list of typical equipment.

Answer: This component regarding the subject 'Defense of Ukraine' is not foreseen in the project. The development of the methodical recommendations is currently in progress. They will be released soon, as well as the list of equipment, which is currently under review by the Ministry of Justice. As soon as they appear, we will immediately publish them.

Question (Galina Anatolievna, Cherkassy Regional ISTTI): There was sufficient financing for the first cycle of basic and secondary education. Now, on September 1, 2024, a full-scale implementation of the NUS concept in the 7th grade is scheduled and there is no subvention for the preparation of teachers yet.

We have already, on the voluntary basis and with our own financing start preparing a large cohort of teachers who will start working in the grade 7th from September 1, 2024. Is it possible, at least in the summer period, at least in August, that we have already completed the preparation of teachers of the 7th classes to work for the NUS concept? Are the subvention funds will be provided?

Answer: There will be a subvention of the NUS this year. It will provide for the use for the promotion of the qualification of teaching. The draft of the order on use of the NUS subvention in the Cabinet of Ministers of Ukraine. Now, the draft resolution in the Cabinet of Ministers has already passed all necessary review. As soon as

the Cabinet of Ministers of Ukraine approves the relevant normative act, the funds will be distributed to the region and teacher trainings will take place, especially for teachers of the 7th grade.

Just maybe a few reactions here. And thanks a lot to everyone for the questions that that are coming the comments on the teacher training which is, of course, a very important part of of the New Ukrainian School reform. Teacher training is one of the areas that is going to be supported under both parts of the LEARN project, under the PforR especially with a focus on grade seven and eight - exactly as this is the question raised, it would support the continuity of teacher training. There will also be support for teacher training for the pilot grades where the New Ukrainian School reform is being supported in the grades that will be rolled out in the years ahead. But I think that you're raising also still some important issues about the quality of that training and how the ministry is ensuring that level of quality, how they're managing how they're able to manage and monitor this and we're having some ongoing discussions about this exact point, sort on the planning for the teacher training aspects, as well as instruments that the ministry, as well as some of the specialized agencies like the Ukrainian institute for Education Development, for example, could use to help support the quality of teacher training as well. So, I think that these points are very well taken. And I think we would be interested also to hear from any others of you on this aspect of teacher training quality or any other concerns here that you may want to raise either now or separately in writing to the ministry. Since we know this is an important aspect of the program.

List of the participants

Session 1

No	Name	Position	Organisation
1	Dr. Yevhen Kudriavets	First Deputy Minister	MoES
2	Ihor Khvorostyani	Director General for the Directorate of School Education, Ministry of Education and Science of Ukraine	MoES
3	Kateryna Suprun	Education specialist	UIHERP
4	Serhiy Artemenko	Project Manager – Head of the Project Implementation Unit “Ukraine Improving Higher Education for Results Project”	UIHERP
5	Dmytro Shmondenko	Lawyer	UIHERP
6	Mykola Horbovtsov	Assistant	UIHERP
7	Anastasiia Bihun	Specialist	World Bank
8	Deborah Berger	Senior Social Development Specialist	World Bank
9	Oksana Rakovych	Senior Environmental Specialist	World Bank
10	Kirsi Marianne Lindroos	Educator Specialist	World Bank
11	James Gresham	Senior Education Specialist	World Bank
12	Enrique Alasino	Senior Education Specialist	World Bank
13	Sheburenkov Oleksandr	STC	World Bank
14	Margaryta Rymarenko	Coordinator of the Education Cluster of Ukraine	Save the Children
15	Olena Shevchuk	Student's mother	"Zhmeryn Lyceum No. 4" of Vinnytsia region
16	Vira Shchehol	Director	Boiarka Academic Lyceum "Harmony" of the Boiarka City Council
17	Nataliia Andreeva	Head	Charity and public organization "School-stairs"
18	Sofia Andriivna Tsvik	Student of the 9th grade	Communal institution "Rossoshensk gymnasium of Shcherbanivsk village council of Poltava district of Poltava region"
19	Vovk Tetyana Yuriivna	Mathematics teacher, trade union secretary	Communal institution "Rossoshensk gymnasium of Shcherbanivsk village council of Poltava district of Poltava region"
20	Oleksandr Dmytrovych Dubina	Director	Communal institution of general secondary education "Lutsky Lyceum No. 9 of the Lutsk City Council of the Volyn Region
21	Vira Rybak	Representative	Council of Europe

22	Anastasiia Nenka	Representative	Information and Consultation Women's Center
23	Inna Sergienko	Founder	INGO "Child with Future"
24	Institute of Education Content Modernization	Representative	Institute of Educational Content Modernization of the Ministry of Education and Science of Ukraine
25	Anastasia Donska	Head of the direction for overcoming educational losses	NGO "Teach for Ukraine"
26	Marharyta Chaika	Head	People In Need, Ukraine Education Cluster
27	Sofiy Natalia Zinovievna	Director	State Institution "Ukrainian Institute for Education Development"
28	Dubovik Olena Anatolyivna	Deputy director for educational and methodological support of the content of education	State Institution of Education "The Institute for the Modernization of the Content of Education"
29	Andrii Lytvynchuk (IEA)	Acting Director of the State Scientific Institution "Institute of Educational Analytics"	State Scientific Institution "Institute of Educational Analytics"
30	Yuriychuk Yaroslavovych	Ivan Deputy Chairman for digital development, digital transformations and digitization	State Service of Education Quality of Ukraine
31	Baibuza Iryna Serhiivna	Teacher	Support institution "Reshetyliv Lyceum named after I. L. Oliynyk of the Reshetyliv City Council" of the Poltava region
32	Zadorozhnyy Nazar	Student of the 9th grade	Support institution "Reshetyliv Lyceum named after I. L. Oliynyk of the Reshetyliv City Council" of the Poltava region
33	Rak Zhanna Vitalyivna	Director	Support institution "Reshetyliv Lyceum named after I. L. Oliynyk of the Reshetyliv City Council" of the Poltava region
34	Olena Zaplotynska	Head of the "Maintaining access to school education" initiative	SURGe Project (Canada)
35	Teach For Ukraine	Representative	Teach For Ukraine
36	Yuliana Nishchuk	Representative	The main institution of general secondary education "Rakovo-Lisky Lyceum" of the Kamin-Kashir city council of the Volyn region
37	Viktor Viktorovych Sapalov	Deputy director for educational work, geography teacher	Vyshniv Lyceum "IDEAL" of Vyshniv city council, Buchan district, Kyiv region
38	Olga Shevchenko	deputy director for educational work	Zhmerinka Lyceum No. 4
39	Ruslan Nazarinsky	Olegovich Teacher of history, law and civic education	Zhmerinka Lyceum No. 4
40	Oleksandr Stashenko	Fedorovych Acting director	Zhytomyr Regional Sports Lyceum

41	Doljko Oksana Anatolyivna	Teacher of foreign language and German language	Zinkiv Support Lyceum No. 1 of Zinkiv City Council, Poltava Region
42	Dmytros Vladyslava Valeriivna	Student of the 10th grade	Zinkiv Support Lyceum No. 1 of Zinkiv City Council, Poltava Region
43	Ruslan	Representative	BF «Krylati UA»
44	Dariia	Representative	
45	Roman Kulchynskyi	Interpreter	
46	Artur Scevchuk	Not identified	
47	Tetiana	Not identified	
48	Julia	Not identified	
49	iphone NVL	Not identified	
50	Tetiana Rodionova	Not identified	
51	Anastasia Parubets	Not identified	
52	Ivanna Vikhtynska	Not identified	
53	Natali M-K	Not identified	
54	Diana Nazarenko	Not identified	
55	Віталій Дмитрук	Not identified	
56	Not identified	Not identified	
57	Rehub	Not identified	
58	Andrianna Lukach	Not identified	
59	Not identified	Not identified	
60	Lyudmyla Lisohor	Not identified	
61	Marusynets Mariana	Not identified	

Session 2

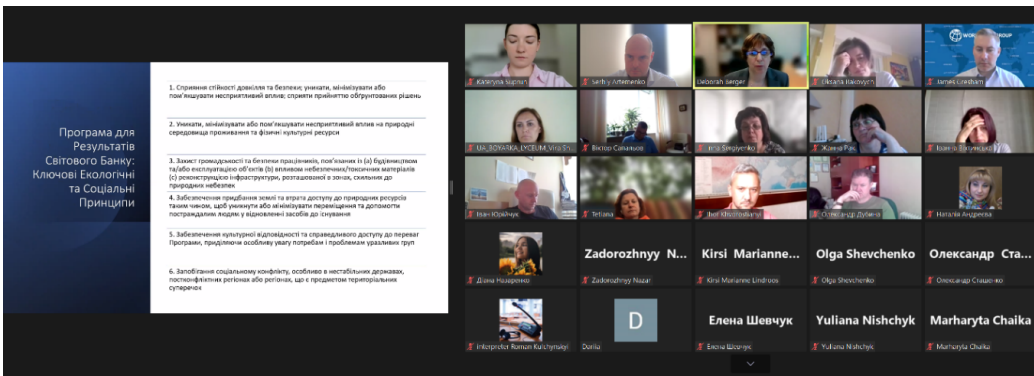
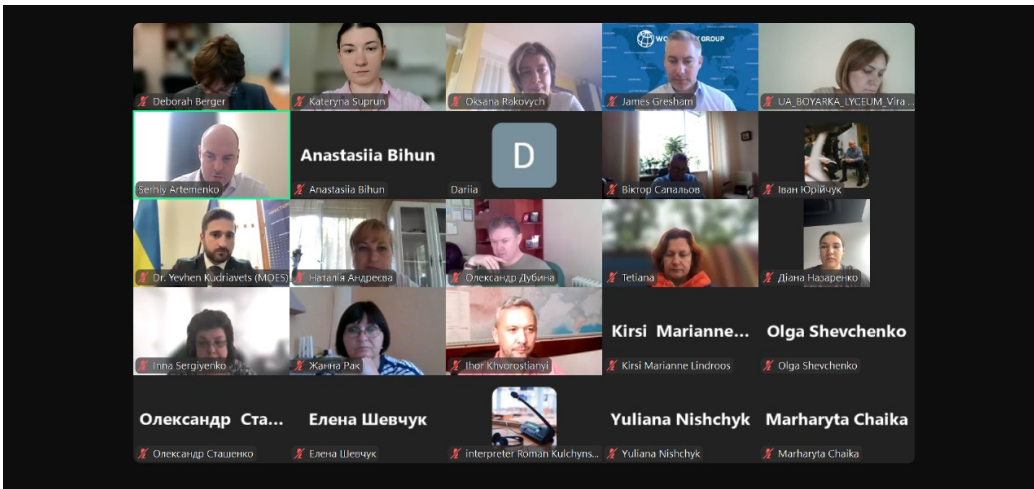
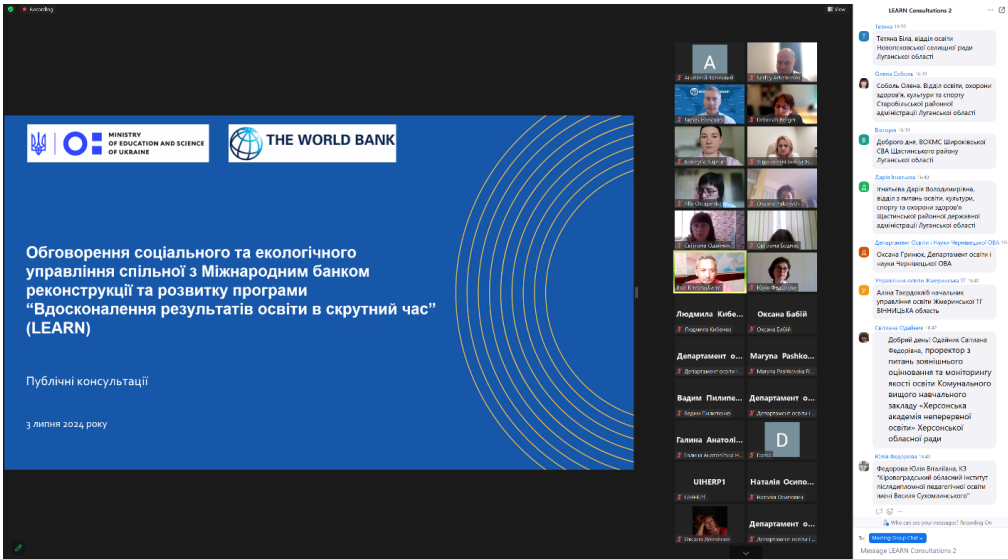
No	Name	Position	Organisation
1	Ihor Khvorostianyi	Director General for the Directorate of School Education	MoES
2	Kateryna Suprun	Representative	UIHERP
3	Mykola Horbovtsov	Assistant	UIHERP
4	Serhiy Artemenko	Project Manager of the World Bank Project Implementation Unit	UIHERP
5	Dmytro Shmondenko	Representative	UIHERP
6	Anastasiia Bihun	Representative	World Bank
7	Deborah Berger	Senior Social Development Specialist	World Bank
8	James Gresham	Senior Education Specialist	World Bank
9	Oksana Rakovych	Senior Environmental Specialist	World Bank
10	Anatolii Zaliskyi	Rector	Chernihiv Regional Institute of Postgraduate Pedagogical Education named after K.D. Ushynsky

11	Olha Khudenko	Vice-rector	Communal Higher Educational Institution "Kherson Academy of Continuous Education"
12	Svitlana Odaynik	Vice-rector for external assessment and quality monitoring of education	Communal Higher Educational Institution "Kherson Academy of Continuous Education" of the Kherson Regional Council
13	Yulia Fedorova	Representative	Communal Institution "Kirovohrad Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlynsky"
14	Halyna Anatoliyivna Nazarenko	Representative	Communal Nonprofit Institution "Cherkasy Regional Institute of Postgraduate Education for Pedagogical Workers of the Cherkasy Regional Council"
15	Hordunovska L.V.	Representative	Department of Education and Science of the Cherkasy Regional State Administration, L.V. Hordunovska
16	Oksana Hryniuk	Representative	Department of Education and Science of the Chernivtsi Regional Military Administration
17	Liudmyla Pavlivna	Representative	Department of Education and Science of the Dnipropetrovsk Regional State Administration
18	Department of Education and Science of the Kirovohrad Regional Military Administration	Representative	Department of Education and Science of the Kirovohrad Regional Military Administration
19	Urdei Olena Ivanivna	Representative	Department of Education and Science of the Lviv Regional State Administration
20	Department of Education and Science of the Odesa Regional State Administration	Representative	Department of Education and Science of the Odesa Regional State Administration
21	Maryna Pashkovska Rivne	Representative	Department of Education and Science of the Rivne Regional Military Administration
22	Svitlana Bodnar	Representative	Department of Education and Science of the Ternopil Regional Military Administration

23	Natalia Osypovych	Representative	Department of Education and Science of the Zhytomyr Regional Military Administration
24	Department of Education of the Bilovodsk Settlement Council	Representative	Department of Education of the Bilovodsk Settlement Council
25	Larisa Suprun	Representative	Department of Education of the Executive Committee of the Bilovodsk Settlement Council of the Luhansk Region
26	Maryana Dmytriv	Representative	Department of Education of the Lviv Regional Military Administration
27	Yulia Kurpas	Representative	Department of Education of the Lysychansk City Military-Civil Administration of the Sievierodonetsk District of the Luhansk Region
28	Kseniia Rozuvaieva	Representative	Department of Education of the Novoaidar Settlement Council
29	Tetiana	Representative	Department of Education of the Novopskov Settlement Council of the Luhansk Region
30	Department of Education of the Poltava Regional Military Administration	Representative	Department of Education of the Poltava Regional Military Administration
31	Oksana Donchenko	Representative	Department of Education of the Sievierodonetsk City Military Administration of the Sievierodonetsk District of the Luhansk Region
32	Natalia Havvina	Representative	Department of Education of the Sievierodonetsk Military Administration
33	Olha Popova	Representative	Department of Education of the Starobilsk City Council
34	Alina Tverdokhlib	Representative	Department of Education of the Zhmerinka Territorial Community
35	Daria Ihnatieva	Representative	Department of Education, Culture, Sports, and Healthcare of the Shchastia District State Administration of the Luhansk Region

36	Viktoria	Representative	Department of Education, Culture, Youth, and Sports of the Shyroktivska Military-Civil Administration of the Shchastia District of the Luhansk Region
37	Alla Ostapenko	Vice-rector for scientific and methodical work	Kharkiv Academy of Continuous Education
39	Anna Tishchenko	Representative	Pluhatarskyi Communal Preschool Educational Institution
40	Olena Sobol	Chief specialist of the Department of Education, Healthcare, Culture, and Sports	Starobilsk District State Administration
41	Dariia	Not identified	
42	DON KODA	Not identified	
43	Kirsi Marianne Lindroos	Not identified	
44	Larisa Suprun	Not identified	
45	Liudmyla Komlyk	Not identified	
46	Liudmyla Kybenko	Not identified	
47	Liudmyla Myroshnychenko	Not identified	
48	Liudmyla Zaporozhets	Not identified	
49	Maryna Pashkovska Rivne	Not identified	
50	Mira Melomedova	Not identified	
51	Natalia Dankiv	Not identified	
52	Oksana Babii	Not identified	
53	Oleksandra Vystorobaska	Not identified	
54	Olena Polovenko	Not identified	
55	polovenko	Not identified	
56	Roman Zubiak	Not identified	
57	Sachovska (IF-DON)	Not identified	
58	Tamila Petrovna Lebedeva	Not identified	
59	Tetiana	Not identified	
60	Vadym Pylypenko	Not identified	
61	Valentyna Franchuk	Not identified	
62	Viktoria	Not identified	
63	Vitalii Bilash	Not identified	
64	Yulia Sirotkova	Not identified	
65	Roman Kulchynskyi	interpreter	

Screenshots from the meetings



Annex 2. Comments received as a result of the publications on the web site

MriyDiy Educational Foundation

If you have any comments on the Environmental and Social Commitment Plan, you can leave them in this field:

1. It is necessary to provide a more detailed description of the procedures for reporting environmental and social incidents, including clear timelines and responsible persons.
2. We propose adding a section on construction waste management, especially in cases of renovating old buildings.

If you have any comments on the stakeholder engagement plan, you can leave them in this field.

1. It is important to include mechanisms for regular feedback from participants in the educational process, which will allow for timely adjustments to the project.
2. We recommend ensuring transparency in the decision-making process and developing platforms for online discussions and proposal collection.

What other aspects should be considered during the project implementation?

1. Include measures for energy efficiency and the use of renewable energy sources in educational institutions in the project.
2. Ensure student and pupil participation in the project implementation by creating volunteer programs.
3. Develop tools to assess the impact of the project on local communities and their participation in the decision-making process

Please assess how important it is to engage all stakeholders for the successful implementation of the project.

1 There is no need	2	3	4	5	6	7 Very important
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Assessment: 6 (Important)

If you have any comments/suggestions/wishes regarding the project, please leave your comment.

1. It is important to enable the possibility of public monitoring at all stages of project implementation to ensure its transparency.
2. We propose considering additional measures to support teachers and school staff, including professional development and ensuring proper working conditions.
3. It is necessary to consider gender aspects and ensure equal opportunities for all participants in the educational process.

International Charitable Foundation SAVED

If you have any comments on the Environmental and Social Commitment Plan, you can leave them in this field:

1. We propose including specific measures for greening the grounds of educational institutions and creating green zones in the Environmental and Social Commitment Plan (ESCP).
2. It is important to ensure the use of environmentally safe materials in the construction and renovation of school buildings.

If you have any comments on the stakeholder engagement plan, you can leave them in this field.

1. We recommend involving environmental organizations and experts for consultations on environmental issues.
2. It is important to ensure the participation of parents and local communities in decision-making concerning their children and schools.

What other aspects should be considered during the project implementation?

1. Development and implementation of environmental education programs for students and teachers.
2. Inclusion of waste disposal and recycling measures in the project, including the creation of recycling collection points.
3. Ensuring the sustainable use of water resources, including the installation of systems for collecting and using rainwater.

Please assess how important it is to engage all stakeholders for the successful implementation of the project.

1 There is no need	2	3	4	5	6	7 Very important
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Assessment: 6 (Important)

If you have any comments/suggestions/wishes regarding the project, please leave your comment.

1. We request considering the possibility of conducting regular environmental activities and events at schools, which will help raise students' environmental awareness.
2. We suggest providing an appropriate level of informational support for the project by creating an information portal with all documents and news.
3. It is important to allocate funding for additional environmental research and monitoring of the environmental condition in connection with the project.

EdEra Online Education Studio

If you have any comments on the Environmental and Social Commitment Plan, you can leave them in this field:

1. We recommend strengthening the control over compliance with environmental standards during the construction and renovation of educational institutions. It is important that monitoring covers not only the national level but also local communities.
2. Given the current situation, measures for risk management related to potential military actions should also be included, and appropriate protection of construction sites should be ensured.

If you have any comments on the stakeholder engagement plan, you can leave them in this field.

1. The plan should include regular meetings and consultations with local community representatives to ensure their participation and consideration of their needs and suggestions.
2. It is important to ensure the accessibility of project information for all population groups, including people with disabilities, by adapting communication materials.

What other aspects should be considered during the project implementation?

1. Provide training for local contractors and workers on compliance with environmental and social standards.
2. Develop and implement programs to raise public awareness about the importance of environmental standards and social responsibility.
3. Integrate cutting-edge technologies for project monitoring and management, allowing for prompt responses to any challenges.

Please assess how important it is to engage all stakeholders for the successful implementation of the project.

1 There is no need	2	3	4	5	6	7 Very important
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Assessment: 7 (Very important)

If you have any comments/suggestions/wishes regarding the project, please leave your comment.

1. We request considering additional funding to provide psychological support for students and teachers, especially in regions most affected by military actions.
2. We propose including initiatives for the restoration and greening of school grounds in the project, which will improve the environmental condition and create a comfortable learning environment.
3. It is important to implement regular audits of the fulfillment of environmental and social commitments with the involvement of independent experts.

Endnotes

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

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

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