



Republic of Uganda

Ministry of Education and Sports

**UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST  
COMMUNITIES PROJECT (USDRH)**

**STAKEHOLDER ENGAGEMENT PLAN**

**Prepared**

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## ACRONYMS

|          |                                                               |
|----------|---------------------------------------------------------------|
| BTVET    | Business, Technical, Vocational Education and Training        |
| CBT      | Competency Based Training                                     |
| CBOs     | Community Based Organizations                                 |
| CDOs     | Community Development Officers                                |
| CESMP    | Contractors Environmental and Social Management Plan          |
| CLOs     | Community Liaison Officers                                    |
| CMU      | Construction Management Unit                                  |
| COVID-19 | Corona virus disease                                          |
| CRRP     | Comprehensive Refugee Response Plan                           |
| DIS      | District Inspector of Schools                                 |
| ESF      | Environmental and Social Framework                            |
| ESIA     | Environmental and Social Impact Assessment                    |
| ESMF     | Environmental and Social Management Framework                 |
| ESS      | Environmental and Social Standards                            |
| ESSP     | Education Sector Strategic Plan                               |
| ESRS     | Environmental and Social Review Summaries                     |
| FPI      | Free, Prior and Informed                                      |
| GBV      | Gender Based Violence                                         |
| GRAM     | Grievance Redress Agreement Minute                            |
| GRM      | Grievance Redress Mechanism                                   |
| HIV/AIDS | Human Immunological Virus/Acquired Immune Deficiency Syndrome |
| HSE      | Health Safety and Environment                                 |
| ICT      | Information Communication Technology                          |
| IPV      | Intimate Partner Violence                                     |
| JLIRP    | Jobs and Livelihoods Integrated Response Plan                 |
| LCs      | Local Councils                                                |
| LGs      | Local Governments                                             |
| MAAIF    | Ministry of Finance, Planning and Economic Development        |
| MDAs     | Ministries Departments and Agencies                           |
| MoLHUD   | Ministry of Lands, Housing and Urban Development              |
| MoLG     | Ministry of Local Government                                  |
| MoGLSD   | Ministry of Gender Labour and Social Development              |
| MoTIC    | Ministry of Trade, Industry and Cooperatives                  |
| NCDC     | National Curriculum Development Centre                        |
| NDP III  | National Development Plan Phase III                           |
| NGOs     | Non-Governmental Organizations                                |
| NSGE     | National Strategy for Girls' Education                        |
| PCU      | Project Coordination Unit                                     |
| PDO      | Project Development Objective                                 |
| RHC      | Refugee Hosting Centers                                       |
| RHD      | Refugees Hosting Districts                                    |
| SEA/SH   | Sexual Exploitation and Abuse/Sexual Harassment               |
| SEP/SEF  | Stakeholder Engagement Plan/Framework                         |
| SEL      | Social and Emotional Learning                                 |
| SOPs     | Standard Operating Procedures                                 |
| UNBS     | Uganda National Bureau of Standards                           |
| UNHCR    | United Nations High Commission for Refugees                   |

|        |                                                            |
|--------|------------------------------------------------------------|
| UNICEF | United Nations Children's Fund                             |
| USDRH  | Uganda Skills Development in Refugees and Host Communities |
| VAC    | Violence Against Children                                  |
| VACis  | Violence Against Children in schools                       |
| VMIGs  | Vulnerable or Marginalized Individuals or Group            |

## DEFINITIONS

For the purposes of this Framework, the following definitions apply:

- ❖ **Community:** A community is a group of people who have a relationship or a shared interest
- ❖ **Engagement:** Engagement is a planned process with the specific purpose of working with individuals and groups to encourage active involvement in the project. The term engagement is very broad and the purpose of engagement will be defined for each specific project phase. Engagement refers to the range of opportunities stakeholders and the community have to participate in the project. This ranges from educating individuals or groups about a project; obtaining community feedback at a key project stage or milestone; or working collaboratively with stakeholders to address local issues. It can also be referred to as public participation. The International Association of Public Participation's (IAP2) core values of public participation include promoting sustainable decisions by recognizing the interests of all decision-makers; actively facilitating the involvement of those potentially affected by or interested in a decision; providing participants with the information they need to participate in a meaningful way; and communicating to participants how their input affected the decision.
- ❖ **Grievance:** An issue, concern, problem, or claim (perceived or actual) that an individual or community group wants a company or contractor to address and resolve.
- ❖ **Grievance Mechanism:** A locally based, formalized way to receive, assess, and resolve stakeholder complaints about the performance or behavior of project proponents, including its contractors or employees.
- ❖ **Marginalized Groups:** The term Marginalization generally describes the overt actions or tendencies of human societies whereby those perceived as being without desirability or function are removed or excluded (i.e., are "marginalized") from the prevalent systems of protection and integration, so limiting their opportunities and means for survival.
- ❖ **Project beneficiaries:** those who will derive some benefit from the implementation of the project. Two types of beneficiaries can be defined i.e. direct and indirect beneficiaries. Direct beneficiaries: those who will participate directly in the project, and thus benefit from its existence while indirect beneficiaries sometimes also called secondary beneficiaries being/is someone who is not directly connected with the project but will still benefit from it.
- ❖ **Public:** **Public:** refers to members of the general public who may not belong to a specific community relevant to the project but they still have an interest in the project.
- ❖ **Stakeholders:** Persons or groups who are directly or indirectly affected by a project as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. They may include locally affected communities or individuals and their formal or informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests, the academic community, or other businesses.
- ❖ **Stakeholder Analysis:** is a process of identifying the people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout the project cycle.
- ❖ **Stakeholder Mapping:** The process of identifying a project's stakeholders.
- ❖ **Vulnerable Groups:** Vulnerability refers to the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. A vulnerable group is therefore a population that has some specific characteristics that make it at higher risk of falling into poverty than others.

## 1 INTRODUCTION

### 1.1 BACKGROUND

The interventions proposed by the Uganda Skills Development in Refugees and Host Communities (USRDH) project are based on Uganda's open-door policy towards refugees anchored in the 2006 Refugee Act and the 2010 Refugee Regulations. The legal framework governing refugees allows freedom of movement, the right to work, establish a business, own property, and access to national services, including education and health care. As of August 31, 2022, Uganda hosts 1,525,197 refugees<sup>i</sup>, representing the third largest refugee-hosting country in the world and first in Africa<sup>ii</sup>. Uganda faced a sharp increase in refugee numbers in 2016, with the inflow of refugees from South Sudan, followed by increased arrivals from the Democratic Republic of Congo (DRC) in early 2018, which collectively almost doubled the refugee population in the country. About 94% of refugees live in 33 settlements alongside host communities across 13 refugee-hosting districts (RHDs)<sup>iii</sup>, in areas that are among the poorest and most underdeveloped in the country. Inflows continue, and between January and August 2022, 105,893 new refugee arrivals (71,721 from the DRC and 34,172 from South Sudan) were recorded.

Young people from refugee and host communities are missing basic foundational skills, which are crucial for proceeding towards a skills level that can facilitate decent employment. While sixty-nine percent of young refugees have only reached the level of primary education, this proportion is even higher among young women, at 77%.<sup>iv</sup> Moreover, the disproportionate distribution of unpaid care responsibilities, with women and girls responsible for most activities, detrimentally affects women's access to the labor market. Currently, women are less likely than men to be paid employees (13% of women compared with 23% of men) and more likely to be self-employed (80% compared to men's 70%). Women tend to have fewer rights to productive assets even though 55% of the refugee households are female-headed. This is particularly the case for access to land, with limited ability to enter lease agreements, especially when there is no male member to own or negotiate for the land.

Refugees face a number of socio-economic barriers including among others (i) high prevalence of Gender-based violence (GBV), (ii) limited sources of livelihood and income with high level of unemployment (72% and 36%, respectively)<sup>v</sup>, (iii) shortages of vocational training institutions that are accessible, affordable, and relevant to their particular needs.<sup>vi</sup> (iv) long distance to the institutions from the settlements; (v) language barrier; (vi) recognition of prior education/training; (vii) costs of attendance and obtaining certification; (viii) lack of sufficient facilities (especially childcare facilities for mothers, accessibility for persons with special needs); and (ix) concerns around safety and security. These barriers prevent youth in Refugee Host Districts (RHDs) from accessing jobs linked to a consumer market estimated at around US\$485 million.

To ensure that the project benefits can be accessed by refugee learners and other vulnerable groups, this Stakeholder Engagement Plan (SEP) has been designed to ensure that all consultations are inclusive and accessible. In areas with a high presence of refugees, provisions will be made to carry out as early as possible a thorough and meaningful stakeholder engagement to access feedback to influence the project design and also ensure that refugees can access all the project benefits without exacerbating tension between refugee and host communities.

## 1.2 THE PROPOSED UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

The proposed activities under the USDRH Project activities are aligned with major TVET-related policy reforms in Uganda, some of which are (a) outlined in the National Development Plan III (2021/22-2024/25), (b) Education and Sports Sector Strategic Plan (ESSP) 2021/22-2024/25, and the TVET Strategic Plan, as well as (c) TVET Policy 2019, which builds on the BTVET Strategic Plan 2012/13-2021/22 and the BTVET Act 2008. These policy developments reflect the GoU's commitment to strengthen the TVET system by improving (a) equity in access to, (b) quality and relevance of, and (c) efficiency and effectiveness of the TVET programs.

The Project aims to support these efforts by focusing on areas of need in the Refugee Host communities (RHCs). They include (a) an increase in the supply of relevant and quality short-term vocational training by establishing Skills Development Centres at constituency levels as stipulated in the TVET Policy 2019; (b) an increase in participation from disadvantaged youth, including out-of-school youth, girls and those with special needs, and (c) an improvement in the vocational training institution's capacity to deliver market-driven programs that are financially sustainable in the longer-term.

Moreover, the proposed activities are expected to support the Education Response Plan for Refugees and Host Communities in Uganda (ERP). Given the challenging circumstances that refugees and host communities face in accessing relevant, affordable and safe formal and non-formal vocational training, the ERP proposes (a) expanding access to life-skills and vocational skills opportunities, (b) making the learning environment a safer and more accessible place (c) improving teachers' capacity to address children's learning and wellbeing through social and emotional learning (SEL) and psycho-social support, (d) increasing the supply of teaching and learning materials, and (e) securing salaries for the vocational skills instructors. The Jobs and Livelihoods Integrated Response Plan for Refugees and Host Communities (JLIRP)'s Pillar 4 also highlights the importance of increasing access to market-relevant skills training to enhance employability and job creation. The proposed project will be designed to improve the availability and affordability of vocational training in RHC, identify market-driven training programs for occupations and skills of high demand, and prepare training programs that specifically cater to trainees' well-being.

### 1.2.1 PROJECT DEVELOPMENT OBJECTIVE-PDO

The objective is to enhance the capacity of government training institutions in refugee and host communities of Isingiro, Madi-Okollo and Terego districts to deliver high quality and demand-driven training programs among youth in an equitable manner. The Project aims to support these efforts by focusing on areas of need in the RHCs. They include (a) an increase in the supply of relevant and quality short-term vocational training by establishing Skills Development Centres at constituency levels as stipulated in the TVET Policy 2019; (b) an increase in participation from disadvantaged youth, including out-of-school youth, girls and those with special needs, and (c) an improvement in the vocational training institution's capacity to deliver market-driven programs that are financially sustainable in the longer-term.

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### 1.2.2 PDO LEVEL RESULTS INDICATORS

The project is expected to achieve the following **key results** by June 30, 2024:

- a. Enhance relevant vocational skills in an **inclusive manner** among Ugandans and refugee youth in RHDs, with a focus on girls and youth with physical disabilities; and
- b. Prepare and deliver Competency-based Training (CBT) curriculum in a **market-driven manner**, through employer-led engagement and involving income-generating activities (IGAs) when possible.

The **PDO indicators** include:

- a. Number of Skills Development Centres (SDCs) established to deliver the Competency-based Training (CBT) curricula;
- b. Number of CBT curricula prepared<sup>vii</sup> and validated with private sector involvement;
- c. Number of instructors<sup>viii</sup> trained and assigned to deliver the CBT curricula;
- d. Number of youths attending the project-supported SDCs, by gender, physical disability, and host/refugee status; and

Number of youths that have acquired vocational certifications, by gender, physical disability, and host/refugee status.

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### 1.2.3 PROJECT COMPONENTS

The project is composed of the following components:

- a. **Component 1: Establishment of three Skills Development Centres (SDCs)**, which involves preparing an enabling environment for training within existing government Technical Schools (SDCs) and procuring necessary equipment to deliver the competency-based training (CBT) curricula to refugees and host community Ugandans.
- b. **Component 2: Preparation of the modularized Competency-based Training (CBT) curricula**, which involves identification of existing and relevant CBT curricula as well as development of the new CBT curricula for additional trades that are relevant for refugees and host community Ugandans.
- c. **Component 3: Delivery of the modularized Competency-based Training (CBT) curricula**, which involves recruitment of additional instructors, administration of instructors' training, and implementation of the CBT curricula.
- d. **Component 4: Project management, monitoring, and evaluation** which supports the establishment and functioning of a Project Coordination Unit (PCU) that will provide support to the project implementation, supervision, monitoring and evaluation, procurement, financial management and auditing.

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### 1.2.4 POTENTIAL RISKS AND IMPACTS OF THE PROJECT

The USRDH project presents a moderate level social and environmental risks and impacts both positive and negative. Possible potential positive risks include generation of employment, business opportunities, digital skilling, capacity building and knowledge transfer to improve service delivery and uptake.

Negative risks anticipated at project appraisal include grievances related to; assessment and management of environmental and social risks and impacts (ESS!), labor and working conditions (ESS

2), Resource Efficiency and Pollution Prevention and Management (ESS3), community health and safety (ESS 4), Land acquisition, restrictions on land use and involuntary resettlement (ESS5), and Stakeholder Engagement and Information Disclosure (ESS10). To mitigate these risks, the project is to ensure that it is mandatory for the contractor and sub-contractors to have a set of environmental and social risk management specialists assigned to the project. A Grievance Redress Mechanism (GRM) shall be developed including a provision for operationalization of Grievance Redress Committees (GRC) to settle any disputes from the PAPs and employees. Matters relating to Sexual Exploitation and Abuse (SEA) or Sexual harassment (SH) will be channeled to the criminal justice system through police after a Sociologist has documented and provided psycho-social support to the victim.

Further, for protection against health or safety risks on the job no employee shall be allowed entry to the construction site without PPE, drunk or with any alcoholic drink as indicated in the project code of conduct signed by each worker. To guard against accidents, tools box talks shall be conducted every morning with all workers on duty and job safety analysis and method statements will be generated in these talks for every specific task to be performed. To mitigate against the risk of community health and safety, project workers will be sensitized on the HIV/AIDS policy, work place sexual harassment policy and COVID-19 management strategy with clear SOPs shall be enforced at all times.

In May 2024, following the enactment of the Anti-Homosexuality Act, 2023, this document and other USDRH risk mitigation instruments were updated to include specific measures to mitigate the risk of discrimination against or exclusion of any affected Vulnerable or Marginalized individuals or groups in providing or receiving benefits in World Bank-financed projects and program in Uganda. These measures are described in various sections of this document, the A-ESRS, the SEP, the ESCP and the PAD.

In response, the Government of Uganda issued five Circulars concerning this law that included the Circular on Uganda's Social Safeguard Policies, issued on September 21, 2023, by the Ministry of Finance Planning and Economic Development, which states that: "All World Bank-financed projects must be implemented in a manner consistent with the principles of non-discrimination as provided Article 21 of the Constitution of the Republic of Uganda. These projects should also be implemented in accordance with World Bank policies and applicable Legal Agreements."

As such, various actions have been taken by the GoU to ensure non-discrimination with regard to World Bank projects in Uganda. Of particular importance is the Letter of Assurance of September 21, 2023, from the Permanent Secretary / Secretary to the Treasury on Uganda's Social Safeguard Policies, which holds the following:

- All World Bank-financed projects [in Uganda] must be implemented in a manner consistent with the principles of non-discrimination as provided under Article 21 of the Constitution of the Republic of Uganda. These projects should also be implemented in accordance with World Bank policies and applicable Legal Agreement
- Under these projects, no person will be discriminated against or stigmatized, and the principles of non-discrimination and inclusion will be adhered to. Support should be provided to all project beneficiaries.
- All implementing entities of World Bank projects should agree and implement specific

mitigation measures to address non-discrimination.

- These mitigation measures will require enhancing project grievance redress mechanisms as well as strengthening existing project monitoring by implementing entities, including third-party monitoring where applicable.
- Each project implementing entity shall develop comprehensive guidelines to address non-discrimination.

The World Bank will ensure monitoring discrimination and exclusion aimed at Project beneficiaries, workers, with special support provided, as needed, for Vulnerable or Marginalized individuals or groups. Furthermore, training will be offered to all concerned parties to promote sensitization to discrimination and exclusion. Finally, the GRM will be adapted to take into consideration complaints related to discrimination and exclusion.

The World Bank has hired a credible international entity (firm, agency) with strong knowledge of the Ugandan context and a track record of enhanced third-party implementation support and performance monitoring to undertake this role on behalf of the Bank. The entity (the Enhanced Implementation Support and Monitoring, or EISM, mechanism is expected to work with NGO/CSOs and country-based development partners, will focus primarily on supporting project teams to implement mitigation measures to address grievances and concerns from beneficiaries, communities, and workers relating to discrimination from project benefits. The objectives of the EISM include:

- Assisting project teams to enhance existing project-level grievance mechanisms and develop and operate the independent mechanism (the EISM) that would identify, manage, and monitor cases of discrimination.
- Assisting the Bank in strengthening the capacity of Project Implementation Units (PIUs), workers, and contractors, subcontractors, and service providers.
- Ensuring contracts, codes of conduct, hiring procedures, whistle-blower protection protocols, and other measures, as needed, are in place to allow remediation of cases of discrimination.
- Develop a strong data management system and process that secures personal data and information in a manner that is safe, ethical, and confidential.
- Where cases of discrimination are reported through the above mechanism, the EISM will report the grievances to the Bank, propose appropriate remediation, and follow up on agreed actions to resolve the case.
- Support the WB to monitor the efficacy of the agreed measures to mitigate the impacts on WB financed operations.

The EISM will establish mechanisms for monitoring non-discrimination policies and grievance handling within PIUs by requesting monthly reports from the PIUs on their progress with policy implementation and grievance handling. This will involve reporting on actions to implement the mitigation measures and data on grievance handling in each World Bank project under implementation or planned for implementation in Uganda, including the USDRH Project.

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#### 1.2.5 PROJECT LOCATION

The project will be delivered in 3 out of Uganda's 12 RHDs, namely, Isingiro, Madi-Okollo, and Terego. The Isingiro RHD includes Nakivale refugee settlements, the Madi-Okollo RHD includes Rhino refugee

settlements, and the Terego RHD includes Imvepi refugee settlements. The target locations where the Skills Development Centres (SDCs) will be established are the premises of government-owned training institutions (TIs).



## Refugees and Asylum-Seekers in Uganda Uganda Refugee Response

31 October 2022

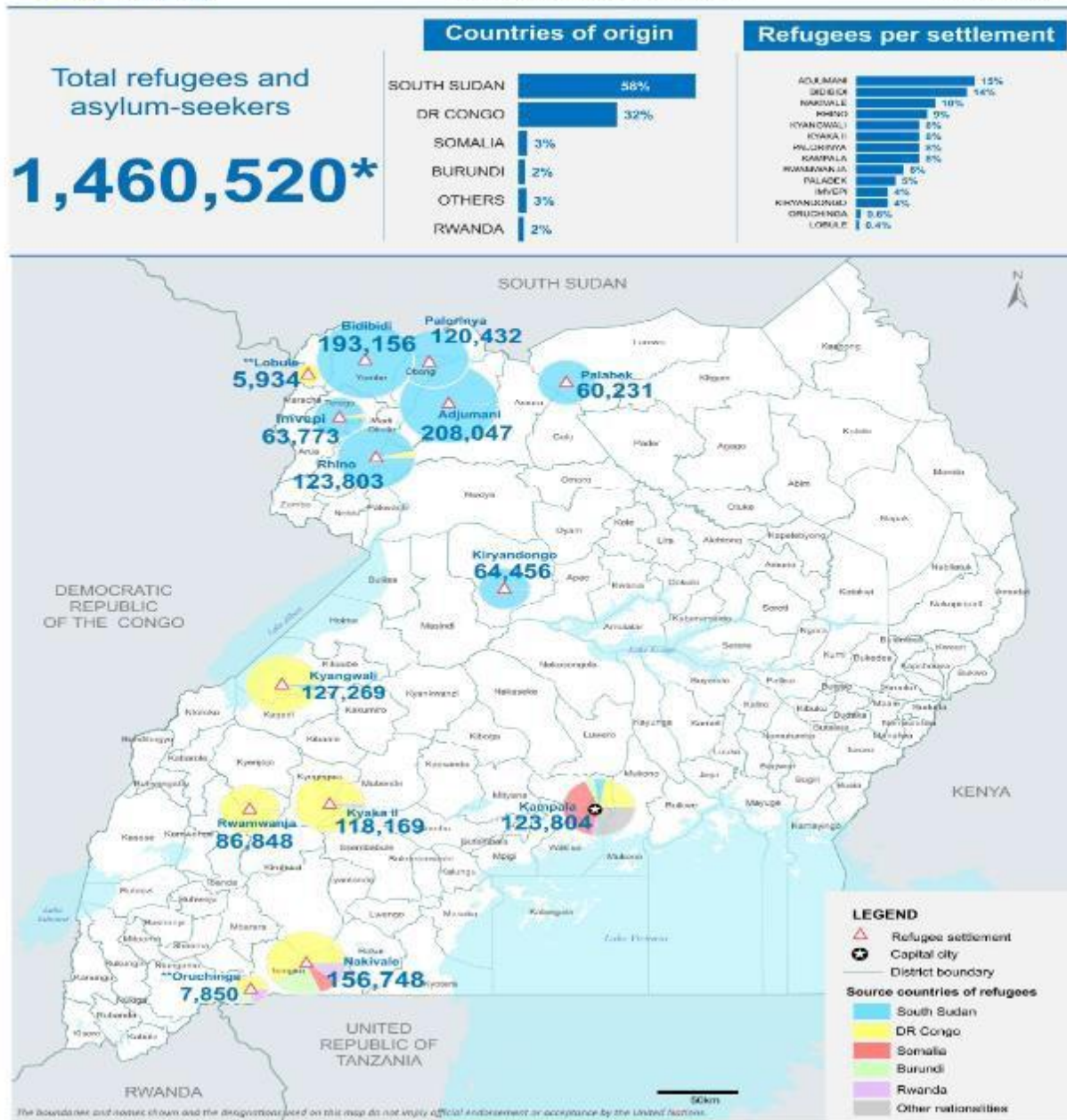


Figure 1-1: Refugees and Asylum-Seekers in Uganda as of October, 2022

## 2 POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK FOR PUBLIC PARTICIPATION

### 2.1 THE UGANDA POLICY FRAMEWORK

This Stakeholder Engagement (SE) is underpinned by the Uganda's policy and legal framework which guarantees the right to information and public participation and also relevant to the management of environmental and social aspects of the proposed USDRHC project. The legal and policy framework for stakeholder engagement that informs the SEP preparation and its relevance are summarized in the table below:

**Table 1.1: Legal and Policy Framework for Stakeholder Engagement**

| LAW/POLICY                                       | JURISDICTION/MANDATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RELEVANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Constitution of the Republic of Uganda, 1995 | <ul style="list-style-type: none"> <li>Under the political objectives; -part (i) The State shall be based on democratic principles which empower and encourage the active participation of all citizens at all levels in their own governance;</li> <li>Article 33 states that women shall be accorded full and equal dignity of the person with men and that women shall have the right to equal treatment with men and that right shall include equal opportunities in political, economic and social activities.</li> <li>Article 34 states that persons with disabilities have a right to respect and human dignity and the State and society shall take appropriate measures to ensure that they realize their full mental and physical potential.</li> <li>The law provided for environmental protection and conservation, by offering 'every Ugandan... a right to a clean and healthy environment' (section 39) while at the same time expects citizens to play their part in creating a healthy environment - 'it is the duty of every citizen of Uganda to create and protect a clean and healthy environment (section 17).</li> </ul> | <ul style="list-style-type: none"> <li>Identify and plan for consultation and active participation of community members, local leadership and other stakeholders along project areas in planning studies and implementation.</li> <li>The SEP should take into consideration likely vulnerabilities among stakeholders and how they are likely to compromise their full participation in planning consultations and mitigation implementation</li> <li>Stakeholder engagements should include consultation over potential social and environmental impacts and locally agreeable mitigation measures.</li> </ul> |

| LAW/POLICY                                                          | JURISDICTION/MANDATE                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RELEVANCE                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Environmental Impact Assessment Regulations, 1998               | <ul style="list-style-type: none"> <li>The OSH Act provides a number of requirements regarding workplace safety, provisions and health of employees / workers.</li> </ul>                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Stakeholder Consultations will be held with Central Government at the National Budget Workshop, in Sector Working Groups as well as with Local Governments in Regional workshops as well as with the private sector and Development Partners</li> </ul> |
| Refugee Act,2006                                                    | <ul style="list-style-type: none"> <li>The Refugee Act empowers the refugees to move and work around the country as well as live in the community.</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>It is important therefore to consider such people for beneficiary/employment opportunities on the project and hence the need to be consulted</li> </ul>                                                                                                 |
| The Local Government Act (1997);                                    | <ul style="list-style-type: none"> <li>The Local Government Act (1997) provides for the system of local governments, which is based on local councils and the participation of the community members in which powers over development planning, budgeting, financial management, human resources and service provision function (including the emerging of safety and security service delivery needs) have been devolved to popularly elected Local Governments.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and plan for meaningful engagement, consultation and involvement of relevant local government stakeholders, community leaders and members.</li> </ul>                                                                                          |
| National Gender Policy 2007; and National Plan of Action for Women. | <ul style="list-style-type: none"> <li>These are instruments aimed at narrowing the gender (inequality) gap and promoting equity in access to and control of resources or development outcomes by ensuring that gender concerns are routinely identified and addressed in the identification, design, appraisal, implementation, monitoring and evaluation of national, and local government policies, plans and programs.</li> </ul>                                        | <ul style="list-style-type: none"> <li>These have implications for stakeholder engagement that includes the identification of and consultation with vulnerable social groups such as women, youth and disabled groups in respect to development processes and related impacts.</li> </ul>      |

| Public Management Order Act, 2013              | <ul style="list-style-type: none"> <li>It also stipulates the importance of ensuring that information disclosures under the Project are tailored to the sociocultural and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Project implementers must endeavor to ensure that public meetings, consultations, or any other SE</li> </ul>                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LAW/POLICY                                     | JURISDICTION/MANDATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RELEVANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                | economic needs of a given community. The Act prescribes the way in which consultations should be carried out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | exercise adhere to prescribed regulations and prioritize the safety of stakeholders.                                                                                                                                                                                                                                                                                                                                                                      |
| The Access to information of Act, 2005         | <ul style="list-style-type: none"> <li>The act highlights the constitutional guarantee of access to information by determining the scope of citizen rights and the obligations of information offices in all public bodies. It prescribes the procedures for obtaining access to information and making complaints against a refusal to release information. In principle, the Act applies to information and records of all government bodies at the national, regional and local levels.</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Promote an efficient, effective, transparent, and accountable Government and to enable the public to effectively access and participate in decisions that affect them as citizens of the country.</li> </ul>                                                                                                                                                                                                       |
| Land Act, 1998; and Land Acquisition Act, 1965 | <ul style="list-style-type: none"> <li>The Land Act, 1998 addresses land holding, management control and dispute resolution and repeats (in Section 3) provisions of Article 237 of the Constitution which vests all land ownership in the citizens of Uganda, to be held under customary, freehold, mailo or leasehold tenure systems. Section 43 of the Act reaffirms the statutory power of compulsory acquisition conferred on the government and local authorities under articles 26 (2) and 237(2) (a) of the Constitution but subject to fair and prompt compensation and where necessary recourse to redress mechanism. This is re-echoed in Land Acquisition Act, 1965.</li> </ul> | <ul style="list-style-type: none"> <li>These have implications for stakeholder engagement that includes the identification of and consultation with relevant land management structures at local government level, the landowners and users under different tenure including vulnerable social groups such as women, youth and children (refugees) that derive sustenance from land in respect to development impacts and mitigation measures.</li> </ul> |

|                                          |                                                                                                                                                                                                                                                   |                                                                                                                                                             |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Equal Opportunities Policy 2006 | <ul style="list-style-type: none"> <li>• The policy objectives amongst others are geared towards guiding the planning processes, affirmative action, and implementation of programmes and allocation of resources to all stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Stakeholder Consultations will be held in full participation of the marginalized and vulnerable groups.</li> </ul> |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2.2 THE WORLD BANK'S ENVIRONMENTAL AND SOCIAL SAFEGUARD STANDARDS (ESSS)

The World Bank's Environmental and Social Safeguard Standards (ESSs) Specifically, the World Bank's ESS 10 on Stakeholder Engagement and Information Disclosure recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. This is because, effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and 83 make significant contribution to successful project design and implementation. ESS 10 requires that SE should be an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive and trusting relationship between implementing agencies and PAPs that are important for the successful management of a project's environmental and social risks.

### 3 STAKEHOLDER ENGAGEMENT, CONSULTATIONS AND DISCLOSURE

#### 3.1 INTRODUCTION

Stakeholder engagement is an inclusive process that will be conducted throughout the phases of the project. It is aimed to support the development of strong, constructive and responsive relationships which are important for the sustainability and acceptability of the project. Stakeholder engagement is most effective when initiated at an early stage of the project development process and is an integral part of early project decisions and the assessment, management and monitoring of the project's environmental and social risks and impacts.

The SEP seeks to define a structured, purposeful and appropriate approach to stakeholder consultation and disclosure. Its aim is to create an atmosphere of understanding that actively involves project-affected people and other stakeholders leading to improved decision making regarding a development intervention. Overall, the SEP will serve the purpose such as stakeholder identification and analysis; planning engagement modalities through effective communication, consultations and disclosure and defining roles and responsibilities for its implementation amongst others.

As seen under the ESS10 Stakeholder Engagement and Information Disclosure under the ESF recognizes the importance of open and transparent engagement with project stakeholders. Success of any project is hinged on the level and quality of stakeholder engagement, which is to be an inclusive process expected to occur throughout the project life cycle. Engagement is more useful when introduced in the early phases of project development and is mainstreamed into all levels of decision-making. Under Component 4 (Project Management, Monitoring, and Evaluation), the project has allocated a budget to undertake implementation of the environmental and social mitigation measures effective and meaningful stakeholder engagement with all the project affected groups throughout the life cycle of the project. GoU through MoES is committed to implement the project in compliance with the World Bank's ESF as documented in the Environmental and Social Commitment Plan which forms part of the Financing Agreement.

ESS10 Clause 21 holds that "The Borrower will undertake a process of meaningful consultation in a manner that provides stakeholders with opportunities to express their views on project risks, impacts, and mitigation measures, and allows the Borrower to consider and respond to them. Meaningful consultation will be carried out on an ongoing basis as the nature of issues, impacts, and opportunities evolves." Point (g) of Clause 22 requires that stakeholder consultation must be "... free of external manipulation, interference, coercion, discrimination, and intimidation." This principle is embodied by the agreement between the World Bank and the GoU on inclusion and non-discrimination.

The SEP provides additional information in the public domain to stakeholders and interested parties on the Enhanced Grievance Redress Mechanism Hotline for complaints and incidents on discrimination of vulnerable or marginalized individuals or groups on World Bank Group funded projects and programs in Uganda.

Operated independently by a qualified and experienced Ugandan CSO, the hotline provides a confidential, anonymous, and culturally sensitive platform for individuals and groups to lodge grievances without fear of reprisal. Accessible 24/7 and available in multiple Ugandan languages, it offers an inclusive and safe channel for vulnerable or marginalized individuals or groups to report their concerns and seek redress.

The hotline is available since December 2024. The telephone number to reach the hotline is 0800 333 125. It has been shared with all known CSOs concerned and potentially impacted by the AHA enactment and is being widely disseminated through ongoing community outreach and training activities in other WB financed Projects and Programs under implementation.

#### **Dedicated Grievance Redress System (GRS) on discrimination in Uganda**

In addition to complement the Hotline on discrimination of vulnerable or marginalized individuals or groups, the WB Grievance Redress System (GRS) has also been adapted to process and address specific complaints related to discrimination of vulnerable or marginalized individuals or groups in Uganda. Specific protocols have been developed for the processing discrimination or exclusion of vulnerable or marginalized individuals or groups in Uganda. The link to the GRS is World Bank GRS. Org.

#### **Guidelines for Implementing Mitigation Measures**

Implementation of mitigation measures includes assessing the status of the project, enhancing existing project level grievance redress mechanism, the use of the Hotline on discrimination and exclusion, access to the World Bank' Grievance Redress Service, conducting outreach and sensitization activities, strengthening capacity and technical support, monitoring and evaluation and remedial actions.

## **3.2 OBJECTIVES AND SCOPE OF THE STAKEHOLDER ENGAGEMENT PLAN-SEP**

### **3.2.1 OBJECTIVES OF THE SEP**

The broad objectives of this SEP are to:

- a. Describe the applicable regulatory and/or other requirements for disclosure, consultation and engagement with the Project's stakeholders;
- b. To enable identify elaborately different stakeholders including their roles and develop an approach for reaching each of the sub groups;
- c. Identify, analyse and prioritize key stakeholder groups, focusing on Project directly affected local communities;
- d. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be considered in project design and environmental and social performance.
- e. To provides an appropriate approach for consultations and disclosure of Project information throughout the project cycle;

- f. To plan for engagement modalities and provide effective communication tools for consultations and disclosure of Project information at various stages of the project;
- g. To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible, and appropriate manner and format.
- h. Provide a transparent and inclusive strategy, action plan and timetable for disclosure of information, ensuring that engagement with each group is undertaken without any form of discrimination
- i. Describe the processes for implementing stakeholder engagement and community liaison activities, including any special measures for engaging with vulnerable groups and integration of this SEP into the project wider management systems;
- j. Establish an effective grievance mechanism, ensuring that stakeholders are properly informed of their rights and know how to communicate their concerns;
- k. Determine roles, responsibilities in project consultation, communication and information disclosure;
- l. Define monitoring and reporting procedures; and
- m. Ensure continuous improvement.

### 3.2.2 SCOPE OF SEP`

The SEP is part of the environmental and social safeguards instruments developed for the Uganda Skills Development in Refugee and Host Communities and focuses on project activities that require engagement with local communities and other stakeholders. It covers (where applicable) subproject conceptualization, feasibility studies, planning and Environmental and Social Impact Assessment (ESIA), grievance redress, construction and later operations phases. The Table below sets out the three phases, engagement objectives and engagement outcomes.

**Table 3.1: Phased Engagement Program**

| Phase                                                                                | Engagement objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Engagement outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase 01:</b><br>Project preparation-Design, scoping, ESMP, ESCP, SEP disclosure. | <ol style="list-style-type: none"> <li>a. Raise public awareness and understanding of the project, its approval process, benefits, outcomes and expected early engagements;</li> <li>b. Inform community members of how they can be involved;</li> <li>c. Gather inputs for project design process and obtain feedback from stakeholders and the community;</li> <li>d. Inform the development of E&amp;S instruments for the project</li> <li>e. Participation in the project impact assessments and mitigation measures; and</li> <li>f. To obtain relevant approvals.</li> </ol> | <ol style="list-style-type: none"> <li>a. Community and stakeholders understand and appreciate the project benefits and impacts;</li> <li>b. Development of E&amp;S instruments informed by stakeholder's input.</li> <li>c. The project community stakeholders are motivated to be involved in project activities;</li> <li>d. Project design improved for better outcomes;</li> <li>b. Stakeholder input and understanding of the project impacts and mitigation measures; and</li> <li>c. Approvals obtained.</li> </ol> |

| Phase                                                | Engagement objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Engagement outcomes                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 2:<br>Construction and mobilization activities | <ul style="list-style-type: none"> <li>a. Engagement to support project, procurements, inform development of site-specific E&amp;S assessment (site-specific ESMPs) and any acquisitions as may be applicable;</li> <li>b. Establish clear processes for notifying stakeholders and the community about potential impacts from works, including a transparent grievance management process;</li> <li>c. Engage with and provide advance notice to local businesses, and communities about the project activities or works;</li> <li>d. Support the detailed design work undertaken including providing opportunities for stakeholder and community input and feedback.</li> </ul> | <ul style="list-style-type: none"> <li>a. Multiple communications channels and opportunities provided for stakeholders and the community to ask questions about the project and raise issues; and</li> <li>b. Community and stakeholders are aware of the project benefits, timing and impacts.</li> </ul> |
| Phase 3:<br>Operation and maintenance                | <ul style="list-style-type: none"> <li>a. Support the transition from project activities delivery to operation and maintenance.</li> <li>b. Engage with and provide advance notice, including direct contact where required, to institution management bodies, students, instructors and support staff about operation .</li> <li>c. Raise public awareness, understanding and feedback on the Grievance Redress Mechanism (GRM)</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>a. Community and stakeholders are aware of the project's completion and understand how the new infrastructure will operate; and</li> <li>b. Community and stakeholders have the opportunity to take part in celebrating project achievements.</li> </ul>            |

### 3.3 STAKEHOLDERS IDENTIFICATION AND ANALYSIS

#### 3.3.1 PROJECT STAKEHOLDERS

Project beneficiaries are defined as individuals, groups or other entities who:

- a) are impacted or likely to be impacted directly or indirectly, positively or adversely, by the Project (also known as 'affected parties'); and
- b) may have an interest in the Project ('interested parties'). They include individuals or groups whose interests may be affected by the Project and who have the potential to influence the Project outcomes in any way.

Consistent with requirements for stakeholder meaningful engagement throughout the project life cycle under ESS10, cooperation and negotiation with the stakeholders throughout the project development often also require the identification of persons within the groups who act as legitimate representatives of their respective stakeholder group, i.e. the individuals who have been entrusted by their fellow group members with advocating the groups' interests in the process of engagement with the Project. Community representatives may provide helpful insight into the local settings and act as main conduits for dissemination of the Project-related information and as a primary communication/liason link between the Project and targeted communities and their established networks. Verification of stakeholder representatives (i.e., the process of confirming that they are legitimate and genuine advocates of the community they represent) remains an important task in establishing contact with the community stakeholders. Legitimacy of the community representatives

can be verified by talking informally to a random sample of community members and heeding their views on who can be representing their interests in the most effective way.

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### 3.3.2 CATEGORIES OF STAKEHOLDERS

In many cases stakeholders are largely placed under two main categories i.e. those who will be or are likely to be directly or indirectly affected, positively or negatively, by a project (commonly referred to as project-affected people, households or communities) and those who might have an interest in, or may influence the project. Its stakeholders 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; and
- **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. Vulnerable status may stem from an individual's or group's race, national, ethnic or social origin, colour, sex, language, religion, political or other opinion, property, age, culture, literacy, sickness, physical or mental disability, poverty or economic disadvantage, and dependence on unique natural resources.

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### 3.3.3 STAKEHOLDER ANALYSIS

A sound community relations approach to engagement with stakeholders, builds on in-depth and structured analysis of stakeholders. It also allows USDRH to determine which stakeholder groups to prioritize within the stakeholder engagement/community relations strategy. For example, influential stakeholders who are significantly impacted by the Project typically make good partners for USDRH to work with, while stakeholders with limited influence who are significantly impacted are best approached through an empowerment or rights protection perspectives, as they may not have the capacity to represent themselves properly.

Similarly, interested parties can be a low priority for community relations efforts, but their capacity to exert high influence over the Project, means that they need to be kept informed and involved, while building strategies to reduce any inappropriate demands that they place on the Project.

USDRH will continue to undertake analysis of its various stakeholder groups to identify any new stakeholders and determine/confirm the appropriate level and methods of consultation and engagement for each stakeholder group. The project safeguard specialists will be responsible for ongoing stakeholder identification, mapping and analysis. The project social safeguards officer will also be responsible for updating the stakeholder database and matrix as well as creating/updating key stakeholder profiles.

The analysis involves mapping stakeholder using the following three key determinants:

- a. The stakeholder's projected level of interest in the Project;

- b. The Project's potential impact on the stakeholder; and
- c. The stakeholder's degree of influence/power on or value to the Project.

By plotting influence together with impact/interest on a matrix and taking due account of further criteria such as expertise (i.e. knowledge to contribute and legitimacy) and the stakeholders' willingness to engage, the relative needs of key stakeholders in terms of the level and type of consultation and engagement are determined and can therefore be properly planned.

**Table 3.2: Definitions for Stakeholder Analysis and Mapping**

| Significance | Impact/Interest axis                                                                                                                                                                                                                                                                                                                                                                                   | Influence/Power axis                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High         | <ul style="list-style-type: none"> <li>❖ The stakeholder will experience a high degree of impact as a result of the Project (e.g. resettlement, loss of livelihood due to interrupted economic activity, loss of land, loss of access to a certain resource, etc.); or</li> <li>❖ The project is directly related to stakeholder's institutional field of interest and/or responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>• The stakeholder has decision-making powers regarding whether the project will go ahead or not and/or about the adequacy of the E&amp;S assessment process and/or USDRH mitigation strategies.</li> <li>• The stakeholder has informal cultural or social influence over community actions on the project e.g. the cultural and religious leaders.</li> </ul> |
| Medium       | <ul style="list-style-type: none"> <li>❖ The stakeholder will experience some degree of impact but impacts can be managed and/or mitigated, or</li> <li>❖ The project or aspect thereof has some relevance to the stakeholder's institutional field of interest and/or responsibilities</li> </ul>                                                                                                     | The stakeholder can influence the scope and timing of the E&S assessment and/or USDRH's mitigation strategies.                                                                                                                                                                                                                                                                                        |
| Low          | <ul style="list-style-type: none"> <li>❖ The stakeholder will experience very few effects as a result of the project; or</li> <li>❖ The project has limited relevance to the stakeholder's institutional field of interest and/or responsibilities</li> </ul>                                                                                                                                          | The stakeholder has very little control over the project.                                                                                                                                                                                                                                                                                                                                             |

### 3.3.4 KEY STAKEHOLDERS IN THE USDRH PROJECT

Stakeholders planned to be consulted will involve, but not limited to the following:

#### A. Project affected parties

- Project Coordination Unit
- MoES departments and agencies (Technical, Vocational & Education Training (TVET), National Curriculum Development Centre, Construction Management Unit (CMU), Procurement and Disposal Unit (PDU), Gender Unit, Accounts and Internal Audit, as well as Education Planning Department)
- World bank
- IFC, ILO, the Dutch Government
- Local Governments of Madi Okollo, Terego and Isingiro Districts

- Management bodies of institutions (Indee Technical School, Omugo Technical school and Buhingira Core PTC)

**B. Other interested parties**

- Development Partner (UNHCR, UNICEF and others)
- Local non-governmental organizations/civil society organizations, including children's advocacy, disabilities advocacy, and education advocacy groups
- Other ministries and agencies (Ministry of Finance, Planning & Economic Development (MoFPED), Office of the Prime Minister, Department of Refugees, Ministry of Trade, Industry and Cooperatives (MTIC), Ministry of Local Government (MoLG), Ministry of Agriculture Animal Industry and Fisheries (MAAIF), Ministry of Lands, Housing & Urban Development (MLHUD), National Environmental Management Authority (NEMA) and Ministry of Gender, Labour & Social Development (MGLSD)
- Local community members (within host and refugee communities) living near/neighbouring the institutions.
- Politicians and Local community leaders

**C. Disadvantaged/vulnerable individuals or groups**

- Refugees and displace persons
- Elderly persons
- Women
- orphans
- Persons with pre-existing medical conditions (e.g HIV/AIDS, diabetes, sickle cells);
- Persons with disabilities and their care takers;
- children from extremely poor households,
- Child headed households or single mothers with underage children

**D. Other key beneficiaries**

- Students at the technical schools (from the refugee and host communities) that are going to benefit from some of the programmes.
- Teaching and Non-teacher staff
- Business community and providers of services, goods and materials
- Supervising Engineering Firms/contractors

**E. Other key stakeholders**

- The media.
- Industries/industrialists
- Master trainers from the Centre of Excellence
- Research institutions and academia

**Table 3:3: Stakeholder Analysis for key stakeholders in the USDRH**

| No                              | Stakeholder                                                     | Language needs | Possible role in the project                                                                                                                                                                                                                                                                                  | Expectations/concerns/interests                                                                                                                                                                                                              | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|-----------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROJECT AFFECTED PARTIES</b> |                                                                 |                |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.                              | Project Coordination Unit                                       | English        | <ul style="list-style-type: none"> <li>Coordinate project activities.</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Successful completion of all the planned project activities in accordance to the financing condition.</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Individual meetings (if needed),</li> <li>Audio-visual materials, Local radios and TV stations,</li> <li>Social media,</li> <li>Electronic publications and press releases on the MoES websites and in the local media (both print and electronic), Press releases in the local media)</li> <li>Circular letters and official letters</li> </ul> |
| 2.                              | MoES departments and agencies                                   |                | <ul style="list-style-type: none"> <li>Approval and follow-up on implementation of the project activities.</li> <li>Monitoring and supervision through various departments user departments</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Overall supervision and implementation of the project activities through PCU.</li> <li>Consultation with key Departments recommended</li> </ul>                                                       |                                                                                                                                                                                                                                                                                                                                                                                         |
| 3.                              | World bank                                                      |                | <ul style="list-style-type: none"> <li>Plays supervisory role to ensures efficiency and value for money.</li> <li>Supporting assessment and management of the environmental and social risks.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Compliance of the project execution in keeping with financing agreement.</li> <li>Timely completion of the project</li> </ul>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                         |
| 4.                              | IFC, ILO, the Dutch Government                                  |                | <ul style="list-style-type: none"> <li>Provide financing for the Project</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Fulfilment of the financing agreement.</li> </ul>                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                         |
| 5.                              | Local Governments of Madi Okollo, Terego and Isingiro Districts |                | <ul style="list-style-type: none"> <li>Coordinating project activities at local government level.</li> <li>Knowledge of affected community /beneficiary LGS/interested in the success of the project/ decision making regarding social and environmental impacts at the District level/approval of</li> </ul> | <ul style="list-style-type: none"> <li>Consultations recommended</li> <li>Interested in the success of the projects.</li> <li>Concerns over conflicting interests between the local government political and technical officials.</li> </ul> | <ul style="list-style-type: none"> <li>Print media, text messaging and radio/TV announcements</li> <li>Internet media- (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype) meetings</li> <li>Circular letters and official letters</li> <li>Formal meetings</li> <li>One-on-one meetings</li> </ul>                                                                                  |

| No.                             | Stakeholder                                                                                                                      | Language needs                           | Possible role in the project                                                                                                                                                                                                                                                                                                                                     | Expectations/concerns/interests                                                                                                                                                                                                                                                                                                                          | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                                                 |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                  |                                          | plans/supervision and monitoring                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Public meetings</li> <li>Workshops</li> </ul>                                                                                                                                                                                                                    |
| 6.                              | Management bodies of institutions (Indee Technical School, Omugo Technical school and Buhingira Core PTC)                        | Local language commonly used and English | <ul style="list-style-type: none"> <li>Overseeing and reporting on the implementation of the project at institution level.</li> <li>Participation in public consultations/beneficiary institution/provision of land free from encumbrances/implementation of mitigation measures on environmental and social issues</li> <li>Stakeholder mobilization</li> </ul> | <ul style="list-style-type: none"> <li>Consultation to be undertaken.</li> <li>Implementation of project activities effectively and tamely.</li> <li>Concern on delays and bureaucratic processes before the commencement of the project activities.</li> <li>Political interference at the district level.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Formal meetings</li> <li>Print media, text messaging and radio/TV announcements</li> <li>Internet media- (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype) meetings</li> <li>Social media</li> <li>Circular letters and official letters</li> </ul>         |
| <b>OTHER INTERESTED PARTIES</b> |                                                                                                                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |
| 7.                              | Local community members nearest to the colleges (within host and refugee communities) living near/neighbouring the institutions. | Local language commonly used and English | <ul style="list-style-type: none"> <li>Participation in public consultations/beneficiary institution/provision of land free from encumbrances/implementation of mitigation measures on environmental and social issues</li> <li>Provision of labour and other day requirement for effective operation of the project</li> </ul>                                  | <ul style="list-style-type: none"> <li>Consultations recommended.</li> <li>Employment opportunities/market for goods</li> <li>Delayed or no resettlement for lost livelihood.</li> <li>Challenges that come with increased labour influx including; HIV/AIDS, GBV/SEA/SH, Child labour, etc.</li> <li>Delayed payment for services offered to</li> </ul> | <ul style="list-style-type: none"> <li>Information leaflets, posters, flyers, and brochures, Fact sheets;</li> <li>Formal meetings</li> <li>Focus group discussion</li> <li>Community Dialogues</li> <li>One-on-one meetings</li> <li>Print media, text messaging and radio/TV announcements</li> </ul> |

| No . | Stakeholder                                                                 | Language needs | Possible role in the project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expectations/concerns/interests                                                                                                                                                                                                                                                             | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                                                                               |
|------|-----------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                             |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | contractors under the project.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                       |
| 8.   | Other ministries and agencies (MoFPED, OPM, MTIC, MoLG, MAAIF, NEMA, MGLSD) | English        | <ul style="list-style-type: none"> <li>MoFPED: Release of funds/Budget Monitoring and Implementation</li> <li>OPM: Advising government and other stakeholders on refugee matters in the project.</li> <li>MoLG: Participation in Public Consultations. Monitoring, Supervision and approval of plans.</li> <li>MoLHUD: Land allocation, physical planning aspects of the project</li> <li>NEMA: Environmental and social aspects/oversight role of environmental compliance.</li> <li>MoGLSD: Technical guidance on approval and implementation of the Health and Safety Plans/Compliance with Occupational safety and health aspects of the project.</li> </ul> | <ul style="list-style-type: none"> <li>Prudent financial management and absorption of funds</li> <li>Consultations with the key camp leaders and commandants recommended.</li> <li>Involvement in supervision and monitoring of the project.</li> <li>Seeking required approvals</li> </ul> | <ul style="list-style-type: none"> <li>Phone calls / email / text messaging</li> <li>Circular letters, loose minutes. Memos and official letters.</li> <li>One-on-one meetings</li> <li>Formal meetings</li> <li>Internet media meetings - (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype)</li> <li>Website/Webmail</li> </ul> |
| 9.   | Development Partner (UNHCR, UNICEF, etc)                                    | English        | <ul style="list-style-type: none"> <li>Mobilizing additional support towards the project.</li> <li>Advocate for vulnerable groups and environment protection.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Consultation to be undertaken.</li> <li>Targeted services for refugee groups.</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>Phone / email /fax/ text messaging</li> <li>Formal meetings</li> <li>Internet media meetings - (Google Meet, Zoom,</li> </ul>                                                                                                                                                                  |

| No .                                                  | Stakeholder                                                                                                                                                                                                                                                         | Language needs                           | Possible role in the project                                                                                                                                                              | Expectations/concerns/interests                                                                                                                                                                     | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                                                                                                                                                                                                                                                     |                                          | <ul style="list-style-type: none"> <li>Support the delivery of the outcomes as well as mobilizing partners</li> </ul>                                                                     |                                                                                                                                                                                                     | <p>Microsoft Team, Blue Jeans, Skype).</p> <ul style="list-style-type: none"> <li>Workshops</li> <li>Website &amp; Webmail</li> <li>Official letters</li> <li>Print media, text messaging and radio/TV announcements</li> </ul>                                           |
| 10.                                                   | Local non-governmental organizations/civil society organizations, including children's advocacy, disabilities advocacy, and education advocacy groups                                                                                                               | Local language commonly used and English | <ul style="list-style-type: none"> <li>Participation in public consultations/beneficiary institution /implementation of mitigation measures on environmental and social issues</li> </ul> | <ul style="list-style-type: none"> <li>Consultations recommended</li> <li>Interested in the success of the projects.</li> <li>consideration for local content;</li> </ul>                           |                                                                                                                                                                                                                                                                           |
| <b>DISADVANTAGED/VULNERABLE INDIVIDUALS OR GROUPS</b> |                                                                                                                                                                                                                                                                     |                                          |                                                                                                                                                                                           |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                           |
| 11.                                                   | These include Refugees and displaced persons, Elderly persons, Women, orphans, Persons with pre-existing medical conditions (e.g HIV/AIDS, diabetes, sickle cells); persons with disabilities and their care takers; children from extremely poor households, Child | Local language commonly used and English | <ul style="list-style-type: none"> <li>Participation in public consultations for implementation of project</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Prioritize their participation in the consultation and implementation of the project</li> <li>Able Sustainability of their livelihoods;</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Information leaflets, posters, flyers, and brochures, Fact sheets;</li> <li>One-on-one interviews/meetings</li> <li>Surveys</li> <li>Focus group meetings</li> <li>Information resource Centre</li> <li>Formal meetings</li> </ul> |

| No .                           | Stakeholder                                                                                                                      | Language needs                           | Possible role in the project                                                                                                                                               | Expectations/concerns/interests                                                   | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | headed households or single mothers with underage children                                                                       |                                          |                                                                                                                                                                            |                                                                                   |                                                                                                                                                                                                                                                                                      |
| <b>OTHER KEY BENEFICIARIES</b> |                                                                                                                                  |                                          |                                                                                                                                                                            |                                                                                   |                                                                                                                                                                                                                                                                                      |
| 12.                            | Students at the technical schools (from the refugee and host communities) that are going to benefit from some of the programmes. | Local language commonly used and English | <ul style="list-style-type: none"> <li>Participate in consultations/beneficiary of the new programmes at the colleges</li> </ul>                                           | <ul style="list-style-type: none"> <li>Consultations to be undertaken.</li> </ul> | <ul style="list-style-type: none"> <li>Social media</li> <li>Print media and radio/TV announcements</li> <li>Information leaflets, posters, flyers, and brochures;</li> <li>Formal meetings</li> <li>One-on-one interviews/meetings</li> <li>Focus group meetings</li> </ul>         |
| 13.                            | College instructors                                                                                                              | English                                  | <ul style="list-style-type: none"> <li>Participate in consultations/beneficiary of the new programmes at the colleges</li> <li>Participate in training programs</li> </ul> | <ul style="list-style-type: none"> <li>Consultation to be undertaken.</li> </ul>  | <ul style="list-style-type: none"> <li>Print media, text messaging and radio/TV announcements</li> <li>Phone calls / email / text messaging</li> <li>Formal meetings</li> <li>One-on-one meetings</li> <li>Official letter</li> <li>Social media</li> <li>Website/Webmail</li> </ul> |
| 14.                            | Supervising Engineering Firms/contractors                                                                                        | English                                  | <ul style="list-style-type: none"> <li>Supervision and implementation of construction activities</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Consultations to be undertaken</li> </ul>  | <ul style="list-style-type: none"> <li>Phone calls / email / text messaging</li> <li>Circular letters, loose minutes. Memos and official letters.</li> <li>One-on-one meetings</li> <li>Formal meetings</li> </ul>                                                                   |

| No.                           | Stakeholder                                                       | Language needs                           | Possible role in the project                                                                                                                                                                                | Expectations/concerns/interests                                                                                                                              | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                                           |
|-------------------------------|-------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               |                                                                   |                                          |                                                                                                                                                                                                             |                                                                                                                                                              | <ul style="list-style-type: none"> <li>Internet media meetings - (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype)</li> <li>Website/Webmail</li> </ul>                                                                                                                                       |
| 15.                           | Business community and providers of services, goods and materials | Local language commonly used and English | <ul style="list-style-type: none"> <li>Participate in project's wider supply chain or may be considered for the role of project's suppliers of raw materials including technical local services.</li> </ul> | <ul style="list-style-type: none"> <li>Consultations recommended.</li> <li>Market for goods</li> <li>Concerns over delayed payment by contractors</li> </ul> | <ul style="list-style-type: none"> <li>Print media, text messaging and radio/TV announcements</li> <li>Phone / fax / email / text /letter messaging</li> <li>Print media, TV and radio announcements</li> <li>Formal meetings</li> <li>Surveys</li> <li>One-on-one interviews/meetings</li> </ul> |
| <b>OTHER KEY STAKEHOLDERS</b> |                                                                   |                                          |                                                                                                                                                                                                             |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |
| 16.                           | Media                                                             | Local language commonly used and English | <ul style="list-style-type: none"> <li>Dissemination of information about the projects.</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Interested in providing information to the public</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Print media, text messaging and radio/TV announcements</li> <li>Phone / fax / email / text messaging</li> <li>One-on-one interviews social media,</li> <li>Formal meetings (Press briefing)</li> <li>Website/Webmail</li> <li>Official letters</li> </ul>  |
| 17.                           | Master trainers from the Centre of Excellence                     |                                          | <ul style="list-style-type: none"> <li>Train technical staff in respective colleges</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Successful training activities organised by the project</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Print media, text messaging and radio/TV announcements</li> </ul>                                                                                                                                                                                          |

| No . | Stakeholder                        | Language needs | Possible role in the project                                                                                           | Expectations/concerns/interests                                                                                                                      | Proposed Methods of engagement/How to address the needs                                                                                                                                                                                                                                                                      |
|------|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                    |                |                                                                                                                        |                                                                                                                                                      | <ul style="list-style-type: none"> <li>▪ Phone calls / email / text messaging</li> <li>▪ Formal meetings</li> <li>▪ One-on-one meetings</li> <li>▪ Official letter</li> <li>▪ Social media</li> <li>▪ Internet media meetings - (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype)</li> <li>▪ Website/Webmail</li> </ul> |
| 18.  | Research institutions and academia |                | <ul style="list-style-type: none"> <li>▪ Conduct education research in the project related areas</li> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪ Potential educational/outreach opportunities to increase awareness and acceptance of the project</li> </ul> | <ul style="list-style-type: none"> <li>▪ Website/Webmail</li> <li>▪ Phone / fax / email / text messaging</li> <li>▪ Internet media meetings - (Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype)</li> </ul>                                                                                                              |
| 19.  | Industrialist/industries           |                | <ul style="list-style-type: none"> <li>▪ Employers of graduates/technicians from the colleges</li> </ul>               | <ul style="list-style-type: none"> <li>▪ Consultations recommended.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>▪ Print media, text messaging and radio/TV announcements</li> <li>▪ Formal meetings</li> <li>▪ Circular letters, loose minutes. Memos and official letters.</li> <li>▪ One-on-one meetings</li> <li>▪ Website/Webmail</li> </ul>                                                      |

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### 3.3.5 VULNERABLE OR MARGINALISED GROUPS OR INDIVIDUALS

According to the ESS1, disadvantaged or vulnerable groups refer to those who may be more likely to be adversely affected by the project impacts or more limited than others in their ability to take advantage of the project benefits. Such an individual or group is more likely to be excluded from/ unable to participate fully in the mainstream consultation process and as such may require specific measures and or assistance to do so. This will consider considerations relating to age, including elderly and minors and including circumstances where they are separated from their family, the community and other individuals upon which they depend.

Based on the above definitions, under the USDRH Project the vulnerable or disadvantaged groups may include but are not limited to the following; the elderly, refugee and displaced persons' communities, disabled people, HIV/AIDS infected and affected individuals and households, women, and orphans and vulnerable children (*children from extremely poor households, HIV/AIDS infected and affected children, children with disabilities, children living with elderly or disabled parents, and children in paid employment*). These people have historically suffered, and continue to suffer, disempowerment and discrimination on economic, social and cultural grounds. Their livelihood is threatened mainly by the dwindling access they have to land and natural resources on which they depended on. The USDRH project will facilitate and arrange for consultative meetings with members of the vulnerable and marginalized groups and in these meetings.

The following can help outline an approach to understand the viewpoints of these groups:

- a. Identify vulnerable or disadvantaged individuals or groups and the limitations they may have in participating and/or in understanding the project information or participating in the consultation process;
- b. What might prevent these individuals or groups from participating in the planned process? (For example, language differences, lack of transportation to events, accessibility of venues, disability, lack of understanding of a consultation process);
- c. How do they normally get information about the community, projects, activities?
- d. Do they have limitations about time of day or location for public consultation?
- e. What additional support or resources might be needed to enable these people to participate in the consultation process? (Examples are providing translation into a minority language, sign language, large print or branded information; choosing accessible venues for events; providing transportation for people in remote areas to the nearest meeting; having small, focused meetings where vulnerable stakeholders are more comfortable asking questions or raising concerns.)
- f. If there are no organizations active in the project area that work with vulnerable groups, such as persons with disability, contact medical providers, who may be more aware of marginalized groups and how best to communicate with them. What recent engagement has the project had with vulnerable stakeholders and their representatives?

### 3.4 STAKEHOLDER ENGAGEMENT STRATEGY/METHODOLOGY

The project makes use of various methods of engagement are to be used by as part of its continuous interaction with the stakeholders. For the engagement process to be effective and meaningful, a range of various techniques need to be applied that are specifically tailored to the identified

stakeholder groups. To ensure wide dissemination of information and reach, the project will prepare the campaigns in languages widely used in each RHC, especially in the settlements.

The USDRH Project will propose and employ different engagement methods to cover different needs of the stakeholders as summarised in table below:

**Table 3:4: Stakeholders Engagement Techniques for USDRH Project**

| <b>Engagement techniques</b>                      | <b>Appropriate application of the techniques</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Correspondances<br>(Phone, Emails, text messages) | <ul style="list-style-type: none"> <li>▪ Distribute project information to government officials, organizations, agencies, and companies</li> <li>▪ Invite stakeholders to meetings</li> <li>▪ Invite stakeholders to meetings and follow-up</li> </ul>                                                                                                                                                                                                                                                  |
| One-on-one meetings                               | <ul style="list-style-type: none"> <li>▪ Seeking views and opinions;</li> <li>▪ Enable stakeholder to speak freely about sensitive issues;</li> <li>▪ Build personal relationships;</li> <li>▪ Record meetings</li> </ul>                                                                                                                                                                                                                                                                               |
| Formal meetings                                   | <ul style="list-style-type: none"> <li>▪ Present Project information to a large group of stakeholders, especially communities;</li> <li>▪ Allow the group to provide their views and opinions;</li> <li>▪ Build relationship with the communities, especially those impacted and vulnerable/disadvantaged;</li> <li>▪ Distribute non-technical information;</li> <li>▪ Facilitate meetings with presentations, PowerPoint, posters etc.;</li> <li>▪ Record discussions, comments, questions.</li> </ul> |
| Focus group meetings                              | <ul style="list-style-type: none"> <li>▪ Present project information to a group of stakeholders;</li> <li>▪ Allow stakeholders to provide their views on targeted baseline information;</li> <li>▪ Build relationships with communities;</li> <li>▪ Record responses</li> <li>▪ Engage with vulnerable and marginalised groups</li> </ul>                                                                                                                                                               |
| Print media and radio announcements               | <ul style="list-style-type: none"> <li>▪ Disseminate project information to large audiences, and illiterate stakeholders;</li> <li>▪ Inform stakeholders about consultation meetings;</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Internet media                                    | <ul style="list-style-type: none"> <li>▪ Facebook page, Twitter handle, WhatsApp Direct and group messaging, Project weblinks/ websites among others</li> <li>▪ Google Meet, Zoom, Microsoft Team, Blue Jeans, Skype meetings and any other platforms;</li> </ul>                                                                                                                                                                                                                                       |
| Workshops                                         | <ul style="list-style-type: none"> <li>▪ Present project information to a group of stakeholders;</li> <li>▪ Allow the group of stakeholders to provide their views and opinions;</li> <li>▪ Use participatory exercises to facilitate group discussions, brainstorm issues, analyze information, and develop recommendations and strategies;</li> <li>▪ Recording of responses</li> </ul>                                                                                                               |
| Surveys                                           | <ul style="list-style-type: none"> <li>▪ Gather opinions and views from individual stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |

| Engagement techniques                                                      | Appropriate application of the techniques                                                                                                                                                                                                         |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | <ul style="list-style-type: none"> <li>▪ Gather baseline data</li> <li>▪ Record data</li> <li>▪ Develop a baseline database for monitoring impacts</li> </ul>                                                                                     |
| Website                                                                    | <ul style="list-style-type: none"> <li>▪ Present project information and progress updates;</li> <li>▪ Disclose findings of ESMP, ESCP, and SEP, and other relevant project documentation</li> </ul>                                               |
| Direct communication with owners of affected properties, land, crops/asset | <ul style="list-style-type: none"> <li>▪ Seek PAPs participation during social economic survey and valuation exercise;</li> <li>▪ Share findings of valuation report, seek approvals and signature;</li> <li>▪ Communicate cut-of-date</li> </ul> |

### 3.4.1 ENGAGEMENT PRINCIPLES

In order to meet best practice approaches, the project will apply the following principles for stakeholder engagement, while tailoring the engagement to comply with government parameters for observing diseases control measures (Standard Operating Procedures-SOPs) as well as Good International Industry Practice/Standards (GIIP) for stakeholder engagement which include:

- 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 using various approaches e.g. by way of face-to-face meetings (guided by the set SOPs such as regular hand washing and using face masks) or by using other available channels of communication to reach out to all key stakeholders without face-to-face interaction including virtual meetings, audio-visual materials, social media, electronic publications and press releases, among other. Opportunities are provided for communicating stakeholders' feedback, 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, ensuring consideration of cultural sensitivities, accessibility for persons with disabilities, and literacy levels. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups as identified under ESS1 in particular women, youth, persons with disabilities, the elderly, illiterate persons, refugees and the cultural sensitivities of diverse ethnic groups including Vulnerable and marginalized groups under ESS7.
- Flexibility:** if social distancing inhibits traditional forms of engagement, the methodology should adapt to other forms of engagement, including various forms of internet, telephone, postal or other means of communication. Stakeholder engagement will be carried out in compliance with the national (MoH) SOPs and the World bank Technical Note on Public Consultations and Stakeholder Engagement.

### 3.4.2 PROPOSED STRATEGY TO INCORPORATE THE VIEW OF VULNERABLE GROUPS

The project will carry out targeted stakeholder engagement with vulnerable groups to understand concerns/needs in terms of accessing information. Among the vulnerable groups under the project include; refugees, women, people with physical disabilities, people with chronic illness, elderly people and all other vulnerable and marginalized groups in the context of ESS7 and ESS1. They will require unique strategy to incorporate the views as summarized in the table below;

**Table 3.5: Consultation methods for vulnerable groups**

| Category                                                 | Engagement method                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Refugee communities,                                     | <ul style="list-style-type: none"> <li>▪ Focus group meetings</li> <li>▪ One-on-one interviews/meetings</li> <li>▪ Information leaflets, posters, flyers, and brochures;</li> <li>▪ Public meetings</li> <li>▪ Workshops Information resource centre</li> <li>▪ Radio and TV announcements</li> <li>▪ Correspondances (Phone, Emails, text messages)</li> </ul> |
| People with disabilities, HIV and other chronic diseases | <ul style="list-style-type: none"> <li>▪ Radio and TV announcements</li> <li>▪ One-on-one interviews/meetings</li> <li>▪ Information leaflets, braids, posters, flyers, and brochures;</li> <li>▪ Information resource Centre</li> <li>▪ Key informants' interviews</li> <li>▪ Focused group discussions</li> </ul>                                             |
| women                                                    | <ul style="list-style-type: none"> <li>▪ Local communication networks (e.g. Village radios, LC1 information personnel)</li> <li>▪ Local Radio announcements</li> <li>▪ Focus group meetings</li> <li>▪ One-on-one interviews/meetings</li> <li>▪ Formal meetings</li> <li>▪ Information leaflets, posters, flyers, and brochures;</li> </ul>                    |
| Elderly                                                  | <ul style="list-style-type: none"> <li>▪ One-on-one interviews/meetings</li> <li>▪ Focused group discussion</li> <li>▪ Local communication networks (e.g. Village radios, LC1 information personnel)</li> </ul>                                                                                                                                                 |
| People living in remote or inaccessible areas            | <ul style="list-style-type: none"> <li>▪ Local communication networks (e.g. Village radios, LC1 information personnel)</li> <li>▪ Focus group meetings</li> <li>▪ One-on-one interviews/meetings</li> <li>▪ Formal meetings</li> </ul>                                                                                                                          |

### 3.5 FOCUS STAKEHOLDER ENGAGEMENT PROGRAMME

The SEP will be periodically revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified methods of engagement remain appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP.

The stakeholder engagement program will cover the following:

- a. Timely provision of relevant project information to stakeholders, specifically to the affected people;
- b. Two-way stakeholder consultation activities; and
- c. Grievance redress mechanism for effective feed-back and problem solving.

**Table 3:6: Project Cycle Stakeholder Consultation**

| Project stage          | Topic of consultation / message                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Method used                                                                                                                                                                                                                                                                                                                                                                                  | Target stakeholders                                                                                                                                                                                                                                                                     | Responsibilities                                                                                                                                                                                              |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Inception      | <ul style="list-style-type: none"> <li>Introduction of the project and intended benefits, impacts of the project, Scope of the project/infrastructure requirements, project beneficiaries.</li> <li>Preparation of ESMP, ES Commitment Plan, Stakeholder Engagement Plan.</li> <li>General information of the project as stipulated in the PAD; fiduciary considerations; schedules of planned activities, associated risks and mitigation measures.</li> <li>Safeguard issues- grievance redress management (GRM) tools for filing complaints and providing feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Emails, official letters, face to face meetings, phone calls, SMS, Social media and virtual meetings with relevant organizations.</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>MoES</li> <li>LGS (Districts and S/County Local Govts)</li> <li>Refugee Camps/ Camp Commandants</li> <li>Head teachers and school administration</li> <li>Government officials; media, private sector; civil society groups and NGOs.</li> </ul> | <ul style="list-style-type: none"> <li>MoFPED</li> <li>MoES (Directorate of Planning &amp; Secondary Education Dept.), and PCU/PC</li> </ul>                                                                  |
| Project Implementation | <ul style="list-style-type: none"> <li>Project status</li> <li>Project progress –Civil works component</li> <li>Project progress-performance of financial, safeguards including health and safety.</li> <li>Project progress-hosting community and refugee education support, improving teachers support and policy development nationally, and project management, monitoring and evaluation.</li> <li>Development of CBT curricula</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Face to face, virtual meetings, Information leaflets, posters and brochures; audio-visual materials, social media, direct communication channels such as mobile/ telephone calls, SMS, etc; Public notices; Electronic publications and press releases on the MoES websites; Press releases in the local media (both print and electronic)</li> </ul> | <ul style="list-style-type: none"> <li>General population, including Vulnerable and marginalized households</li> <li>Government Ministries/agencies, media, private sector etc.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>MoFPED</li> <li>MoES (Directorate of Planning &amp; Secondary Education Dept.), PCU, Local Governments/Refugee hosting Districts/</li> <li>Camp Commandants</li> </ul> |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                  |                                                                                                          |                                                                                                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>▪ Communication campaign: Press releases in the local media (both print and electronic), written information will be disclosed including brochures, flyers, posters, etc. MoES website, to be updated regularly.</li> <li>▪ Information about Project development updates, health and safety, employment environmental and social aspects, Project-related materials.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Official letters, emails, phone calls and individual meetings (if needed).</li> <li>▪ All stakeholders</li> <li>▪ More consultation meetings (if and when permitted in line with government social distancing requirements).</li> </ul> |                                                                                                          |                                                                                                                                                                                                         |
| Supervision & Monitoring | <ul style="list-style-type: none"> <li>▪ Project's outcomes, overall progress, major achievements and challenges</li> </ul>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>▪ Press releases in the local media; Consultation meetings (virtual), face to face meetings; and round table discussions</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>▪ Government officials; Civil society groups and NGOs;</li> </ul> | <ul style="list-style-type: none"> <li>▪ MoFPED</li> <li>▪ MoES (Directorate of Planning &amp; Secondary Education Dept.), PCU, local governments/refugee hosting districts/camp commandants</li> </ul> |

### 3.6 SUMMARY OF STAKEHOLDER ENGAGEMENTS CONDUCTED

Stakeholder engagement activities to-date include public consultations during the preparation of the ESMP, ESCP and SEP for the proposed USDRH project. Meetings were held management of the three institutions namely; Inde Technical School in Madi Okollo District, St Jude Omugo Technical school in Terego district and Buhingiro Core PTC in Isingiro (Figures 3-1-3-4). Other meetings were held with Departments in MoES such as the TVET, Education Planning & Policy Analysis, Gender Unit and Construction Management Unit (CMU).

A summary of the institutions and key persons met included: College Principals and Deputy principals , Local Council (LC) 5 chairpersons, LC III chairpersons, District Chief Administrative Officers (CAOs), LC 1 chair persons, District engineers, Religious leaders, Members of the Board of Governors (BOGs), MoES representatives, Community members, Instructors, Head teachers, instructors, Support staff, students/trainees, Old students and among others (Please refer to appendix 1-3 for details).

**Table 3:7: A summary of initial feedback from consultations conducted**

| Stakeholders Met                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Concern/Issues/views /opinions/expectation Raised                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Responses and Comments                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Madi Okollo District: Inde Technical Schools</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Vencan Bosco Asea-BoG Member<br>2. Vulima Aliama Micheal- BOG member<br>3. Akuma Godfrey-BOG Vice Chair Person<br>4. Luggya Richard- Head Teacher<br>5. Luke Moses- Teachers<br>6. Maturu Jesca-Teacher<br>7. Bileni Timothy – Head Laity<br>8. Agandru Becon-TC chairperson<br>9. Adriko Denis- Instructor<br>10. Letiru Margret-Teacher<br>11. Kilama Walson-Staff<br>12. Rev Capt. Ariaka Samson-Priest<br>13. Onzima Majid- Staff Rep. BoG<br>14. Abiko Jane Rose-BoG member<br>15. Adroko Rashel-BoG member<br>16. Adomat Denish-Student<br>17. Bamuke Emanuel-Opinion Leader<br>18. Aba-asiku Chris-LC1 executive<br>19. Adriko Mukutari- LC1 executive<br>20. Adrea Gideo- Church teacher<br>21. Kiviiri John Paul-Instructor<br>22. Ogowal Waler-instructor<br>23. Toko Henry- Voice of Madi Radio<br>24. Andrua Charles-Deputy HT inde<br>25. DuboSunday Isaac – LCIII chair person<br>26. Abimah Alex Godwin -PTA executive.<br>27. AcenaDria Genesis- BoG Member | <ul style="list-style-type: none"> <li>❖ Sensitization of stakeholders and the general community before the project commences. This can be through radio talk shows and direct community dialogues.</li> <li>❖ Slots for local people to be employed during the construction stage.</li> <li>❖ Need to address GBV especially from constriction workers during the implementation stage.</li> <li>❖ Timely release funds for the project which translates into timely payment of staff and materials. This avoids strikes and construction delays.</li> <li>❖ Materials which can be supplied by the community should be allowed so that they can benefit from the project and for purposes of social ownership and protection purposes.</li> <li>❖ Contractors should have good relationship with the community to avoid conflicts and destruction of peace in the area.</li> <li>❖ Create a desk to register complaints that might arise during project implementation and compose a grievance redress committee to address these complaints.</li> <li>❖ Regular progress meetings held during construction.</li> <li>❖ Need to have a child care centre because of the high rates of dropout in the project intervention area.</li> <li>❖ Support learning at site by using students to acquire skills.</li> <li>❖ Fencing of the institution.</li> <li>❖ Have a communication and publicity, safety, health and well-being plan during project implementation.</li> <li>❖ Accountability at all levels.</li> <li>❖ Workers and Stakeholders’ engagement on the morals expected to be upheld during project implementation.</li> <li>❖ Consideration for people with disabilities in the facility set and design.</li> <li>❖ Prioritization of the gender and equity concerns during construction. E.g. ramps, left handed chairs. Stance for pupil with disability, among others.</li> <li>❖ Consideration for safety and security of persons and materials to be used during construction.</li> <li>❖ Cases of sexual relation and how they should be treated.</li> <li>❖ Project should be completed according to planned period without delays.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Final Construction designs to be shared with stakeholders</li> <li>❖ Code of conduct to be reviewed and shared</li> <li>❖ Accidents logs will be shared</li> <li>❖ Engagement on protection of learners on GBV, HIV, etc</li> <li>❖ Collective monitoring of progress for ownership based on agreed schedules</li> <li>❖ Engagement of communities</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>❖ The district engineer must be involved to supervise works right from the start.</li> <li>❖ Accommodation for students be considered.</li> <li>❖ After completion of the project, the school should be elevated to technical institute or a college.</li> <li>❖ Need to support increase the enrolment through GBS campaigns.</li> <li>❖ Need to fight institution land encroachment.</li> <li>❖ Additional power backup system be installed to avoid interruptions of lectures.</li> <li>❖ Recreation centre be put into consideration to support cocurricular activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Terego District: Omugo Technical Schools</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"> <li>1. Bwambale M. Jackson-Senior Instructor</li> <li>2. Onzima William-Student</li> <li>3. Etima Millian-Student</li> <li>4. Ayiko Emmanuel-Student</li> <li>5. Ajobe Alfred-Student</li> <li>6. Tamim Twaib-Student</li> <li>7. Luluga Richard-Instructor</li> <li>8. Atibuni Festous-Teachers</li> <li>9. Saka Wilfred-District Chairman Terego DLG</li> <li>10. Amagu Festo-LC1 Chairperson, Buruna</li> <li>11. Jabo Philliam-LCIII Chairperson, Omugo Sub county</li> <li>12. Adrama Jude-Vice Chair Person BOG</li> <li>13. Senoga Deogratus-Head teacher</li> <li>14. Angeyorwoth Consulate-Student</li> <li>15. Adero Madiina -Instructor</li> <li>16. Molo Nelson -Instructor</li> <li>17. Aguta Vincent-Instructor</li> <li>18. Andruga Jimmy Asibo-Deputy head Teacher</li> </ol> | <ul style="list-style-type: none"> <li>❖ Since existing structures are going to be demolished to give way for the new structures, there may arise a prolonged shortage of space and shades for continued instruction.</li> <li>❖ Need to give continuous feedback to school and community stakeholders on the implementation status of the project</li> <li>❖ Contactor's workers should not be accommodated within the college.</li> <li>❖ Involvement of students and student leadership in the implementation to concretize ownership</li> <li>❖ Project should be able to give back to the community in for of employment and buying some materials from within the community.</li> <li>❖ Need for timely payment of wages for workers to avoid stalling of the construction works.</li> <li>❖ Green environment and tree planting is key as passed by the district council.</li> <li>❖ Routine meetings (preferably monthly) on the progress of the construction to avoid having many grievances.</li> <li>❖ Need to focus on prevention of teenage pregnancy.</li> <li>❖ Need to consider constructing child friendly facilities for child mothers e. Play areas with play facilities, sick bays and others.</li> <li>❖ Government should be able to employ more staff upon completion.</li> <li>❖ Water harvesting should be prioritized to minimize on hygiene problems at the school.</li> <li>❖ Need to focus on safeguarding the students by completing the fence.</li> <li>❖ Need to avail the necessary documents like bill of quantity to the relevant implementation stakeholders.</li> <li>❖ The project is timely and relevant for the youth in the area.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Final Construction designs to be shared with stakeholders</li> <li>❖ Code of conduct to be reviewed and shared</li> <li>❖ Accidents logs will be shared</li> <li>❖ Engagement on protection of learners on GBV, HIV, etc</li> <li>❖ Collective monitoring of progress for ownership based on agreed schedules</li> <li>❖ Engagement of communities</li> </ul> |

| Isingiro District: Buhungiro PTC                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Mugisha Silver -Chairperson<br/>LCIII/Board member</li> <li>2. Mugume Silver-Board Member</li> <li>3. Abenaitwe Godfrey- Priest</li> <li>4. Fr. Nicholas Asingwire-Priest</li> <li>5. Tumwine Dauda-Deputy Principal</li> <li>6. Tushabeomwe Matias-Chairperson<br/>Parish Council</li> <li>7. Arinaitwe Maxima- principal</li> </ol> | <ul style="list-style-type: none"> <li>❖ How will the project benefit the community?</li> <li>❖ How will the site be managed be managed between now and when the centre is ready to start operating?</li> <li>❖ When is the project commencing</li> <li>❖ The institution should be considered for studies due to the backwardness of the area in education.</li> <li>❖ Need to skill children (both) since many do not have work and have now resorted to stealing.</li> <li>❖ Both male and female, nationals and refugees as well as school dropouts and P.7 leavers should be skilled.</li> <li>❖ The project is timely and should begin as soon as possible to deal with the current challenges in the area.</li> <li>❖ The institution should be turned into a centre of excellence for skills development since it is the highest institution in Isingiro district.</li> <li>❖ Need to have many courses offered to cater for varying needs of the community for the educated and the uneducated. E.g. Hair dressing, Agric values addition, mechanics, phone repair, kneading and among others.</li> <li>❖ Need for a reliable water source during construction given the seasonal water scarcity in Isingiro district.</li> </ul> | <ul style="list-style-type: none"> <li>• Final Construction designs to be shared with stakeholders</li> <li>• Code of conduct to be reviewed and shared</li> <li>• Land details to be shared</li> <li>• Transition of Core PTC to be communicated and guided</li> <li>• Accidents logs will be shared</li> <li>• Engagement on protection of learners on GBV, HIV, etc</li> <li>• Collective monitoring of progress for ownership based on agreed schedules</li> <li>• Engagement of communities</li> </ul> |

### 3.7 INFORMATION DISCLOSURE

Stakeholders will be provided access to reliable and complete project information through the following documents written in English:

- a. Environmental and Social Management Plan (ESMP);
- b. Environmental and Social Commitment Plan (ESCP);
- c. Stakeholder Engagement Plan (SEP);

The above documents after disclosure will be available to the public as follows:

- a. On the Ministry of Education and Sports Website ([www.education.go.ug](http://www.education.go.ug));
- b. At the Ministry of Education and Sports-BTVET-Legacy Towers/ Wing B
- c. At the Colleges-Principals Offices and Libraries;
- d. At the National Environment Management Authority (NEMA Library)
- e. At the Offices of the relevant Governments/Agency/Ministry/Local Government.
- f. Through the Media-Newspapers-summary of the ESMPS.

**Table 3:8: Strategy for information disclosure**

| <b>Project stage</b>     | <b>Target stakeholders</b>                                                                                                                                                                                                     | <b>List of information to be disclosed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Methods and timing proposed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Inception        | <ul style="list-style-type: none"> <li>World Bank</li> <li>MoES and MDAs;</li> <li>Local Governments (RHAs and NRHAs);</li> <li>Community and Faith Based Organisations</li> <li>National &amp; International NGOs;</li> </ul> | <ul style="list-style-type: none"> <li>PAD</li> <li>Generic ESMP</li> <li>SEP</li> <li>ESCP</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Appraisal Missions/Meetings, Ministry Web site, World Bank website, Press releases in the local media; Virtual meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Project Implementation   | <ul style="list-style-type: none"> <li>Project affected person; and</li> <li>Other interested Parties</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>ESMPs</li> <li>Grievance Redress Procedures- GRMs/GRCs;</li> <li>Permits/Certificates of Approval.</li> <li>Various awareness messages on benefits of Education and the Project,</li> <li>Awareness on social distancing strategy;</li> <li>Availability of resources to report cases of Gender Based Violence (GBV)/Violence Against Children (VAC), and to access psychosocial support services.</li> <li>Availability of psycho social support for teachers and school administration</li> <li>Relevant E&amp;S documents; and</li> <li>Update on project implementation and progress.</li> </ul> | Information leaflets, posters and brochures; audio-visual materials, social media and other direct communication channels such as mobile/ telephone calls, SMS, etc; Public notices; Electronic publications and press releases on the MoES websites; Press releases in the local media (both print and electronic); Consultation with vulnerable and marginalized groups using focused group discussions, key informants interviews, community dialogues, etc. in a culturally appropriate manner; training and meetings; help desk mechanism; virtual meetings; virtual roundtable discussions, Virtual/Face to Face Implementation Missions. |
| Supervision & Monitoring | <ul style="list-style-type: none"> <li>Project affected person; and</li> <li>Other interested Parties</li> </ul>                                                                                                               | Project's outcomes, Overall progress and major achievements Lessons Learned and Challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Virtual roundtable discussions; Virtual/Face to Face Implementation Missions Press releases; Press conferences; Public meetings; Reports; MoES website;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Project Close Out        | <ul style="list-style-type: none"> <li>MoES and ministries, departments and agencies (MDAs);</li> <li>Project affected persons; and</li> <li>Other interested Parties</li> </ul>                                               | <ul style="list-style-type: none"> <li>Project exit strategy/closure plan;</li> <li>Dissemination of final project completion reports.</li> <li>Decommissioning plans and schedules</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | Consultation meetings, information leaflets, posters and brochures; audio-visual materials, social media; Electronic publications and press releases on the MoES websites; Press releases in local media (both print and electronic); media; roundtable discussions, and Virtual/Face to Face Closure Missions/Meetings.                                                                                                                                                                                                                                                                                                                        |

## 4 GRIEVANCE REDRESS MECHANISM

It is a requirement under ESS10 that a community GRM be constituted by the project facilitate responses to concerns and grievances from the community. Grievances that arise because of the project will be handled at project-level grievance redress mechanism through and accessible grievance arrangements made publicly available to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10.

A well-designed and implemented grievance/complaints handling mechanism significantly enhances operational efficiency in a variety of ways, including generating public awareness about the project and its objectives; deterring fraud and corruption; mitigating risks; providing project staff with practical suggestions/feedback that allow them to be more accountable, transparent, and responsive to beneficiaries; assessing the effectiveness of internal organizational processes; and increasing stakeholder involvement in the project.

### 4.1 OBJECTIVES OF THE GRIEVANCE REDRESS MECHANISM

The main objective of a Grievance Redress Mechanism (GRM) is to assist to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. Ideally, the GRM:

- a. Provides affected people with avenues for making a complaint or resolving any dispute that may arise during the course of the implementation of projects;
- b. Ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants; and
- c. Avoids the need to resort to judicial proceedings, which may be costly and time consuming.

Any grievances arising during implementation of USDRH projects in/at the technical school will be redressed through a systematic and documentable grievance redress mechanism (GRM). The grievance redress mechanism will provide avenues for affected persons to lodge complaints or grievances against the project or contractors (**A sample in Appendix 4**). The Principals of the Colleges and members of the Management Board will be involved to address grievances raised by any person or organization. The proposed GRM will follow the same mechanism, but address issues at two levels, that is:

### 4.2 GUIDING PRINCIPLES FOR EFFECTIVE GRIEVANCE REDRESS MECHANISM

Effective and timely response to community complaints is essential for maintaining good community relations USDRH is committed to having an effective complaint handling system that reflects the needs, expectations and rights of complainants.

The guiding principles for managing complaints are:

- a. **Fairness:** The grievance redress system will treat complainants with respect and courtesy. The rules of natural justice apply and, where appropriate, all parties involved in the complaint will be given the opportunity to respond to any issues raised.
- b. **Transparency and accessibility:** The complaints handling system will be well known to stakeholders, staff and contractors. It includes information about the right to complain, how to do it, where to do it and how the complaint will be handled. Details on the complaints handling process will be available to all. There is no charge to the complainant for accessing the complaints handling system. The complaints handling system and

supporting information aims to be easy to understand, use, and be in plain language. Interpreter services should be provided, where possible, for people from a non-English speaking background.

- c. **Responsiveness:** Complaints will be dealt with quickly, courteously, fairly and within established timelines. Complainants will be advised of how long it will take to deal with the complaint in accordance with complaint handling timelines and kept informed of the progress. If additional time is required to resolve the issues the complainant will be kept informed and advised of the additional time required and the reasons for the delay. If the complaint is still not resolved to the complainant's satisfaction, we will explain our decision clearly and offer any possible alternative actions or review opportunities.
- d. **Privacy and confidentiality:** The complaint handling process will ensure complainant confidentiality and also ensure confidentiality in the case of complaints against staff. Details of complaints should only be known by those directly concerned.
- e. **Accountability:** The complaint handling system is open to scrutiny by members of the public and other oversight bodies e.g. the Inspectorate of Government-IGG (Ombudsman). An appropriate reporting mechanism on the operation of the complaints process will be maintained. UCSATP shall maintain a complaint register and regularly audit the complaints handling system with appropriate action plans formulated to address any deficiencies.
- f. **Avoidance of discrimination and exclusion:** In addition to the Project GRM described above, the Project EISM GRM is an alternative to lodging complaints through a GoU-led Project-level GRM, with special provision for cases of discrimination and exclusion of vulnerable or Marginalized individuals or Groups.

## 4.3 COMMUNITY GRIEVANCE REDRESS MECHANISM

### 4.3.1 GRIEVANCE CATEGORIES

Two major categories of complaints and grievances may arise under the USDRH project community GRM; a) Civil and b) Criminal. Criminal grievances shall be immediately referred to Uganda Police for statutory investigations and management in accordance with Uganda's legal system. These may include GBV, VAC, theft, etc. On the other hand, civil related grievances include complaints that require civil understanding and settlement. Considering the nature and extent of works under the project, some of the grievances that may arise especially during the construction phase of the project and these include;

- Land requirements especially where a realignment is sought, alternative access where a road has been closed due to ongoing works like on a swamp or river crossing, workers camp and material storage areas
- Clearance of right of way which may affect crops and trees
- Temporary displacement of road side activities in urban centres, including vendors
- Complaints related to noise, dust, and traffic incidents
- Complaints on worker's behaviour or conduct specially towards women, girl and boy children
- Illicit behaviours like alcoholism, smoking, drug abuse etc of the contractor's workers
- Disruption of social set up and security
- Increased pressure on social services and infrastructure, including water supply
- Contractor failure to pay workers and suppliers
- Accidents arising out of contractor's negligence to provide necessary information, protective gears and supervision

#### 4.3.2 GRIEVANCE REDRESS COMMITTEE COMPOSITION

Under this project, community grievances will be addressed at different levels (tier) including; National/Ministry, District, community and site level. Dedicated Grievance Committees will be established to manage grievances during project implementation. The committees will be set up in a manner that brings political leadership and technical teams so that any resultant agreements are politically acceptable and technically compliant. The table below summarized proposed Grievance Redress Committees (GRCs) membership at different levels.

**Table 4:1: Proposed Members of the Grievance Redress Mechanism for each tier**

| GRC Level                             | Proposed Composition                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Grievance Redress Committee  | <ul style="list-style-type: none"><li>▪ Project Coordinator,</li><li>▪ Commissioner TVET,</li><li>▪ Environmental Specialist,</li><li>▪ Social Specialist,</li><li>▪ Gender Unit- Technical advisor</li><li>▪ Supervising Engineers, and</li><li>▪ Planning M&amp;E officers</li></ul>                                                                                                                                    |
| District Grievance Redress Committee  | <ul style="list-style-type: none"><li>▪ Chief Administrative Officer (CAO),</li><li>▪ District Education Officer (DEO),</li><li>▪ District Inspector of Schools (DIS),</li><li>▪ District Engineer (DE),</li><li>▪ District Community Development Officer (DCDO),</li><li>▪ District Environment Officer, and</li><li>▪ LC1 Chairperson of the village where the School is located.</li></ul>                             |
| Community Grievance Redress Committee | <ul style="list-style-type: none"><li>▪ Secretary for Defence as Chairperson</li><li>▪ LC1 or LC II Chairperson</li><li>▪ Principal/college representative</li><li>▪ Representative of the student body</li><li>▪ Representative of instructors /teaching staff</li><li>▪ Site Manager/Site Engineer for the Contractor</li><li>▪ A project affected person and another member(Elder or Person with Disability)</li></ul> |

All the GRCs for the various GRM tiers will receive training in receipt of complaints, logging complaints, IEC materials, grievance resolution, documentation and record keeping, and appeal process.

The figure below summarizes how the grievances will move from one tier to another.

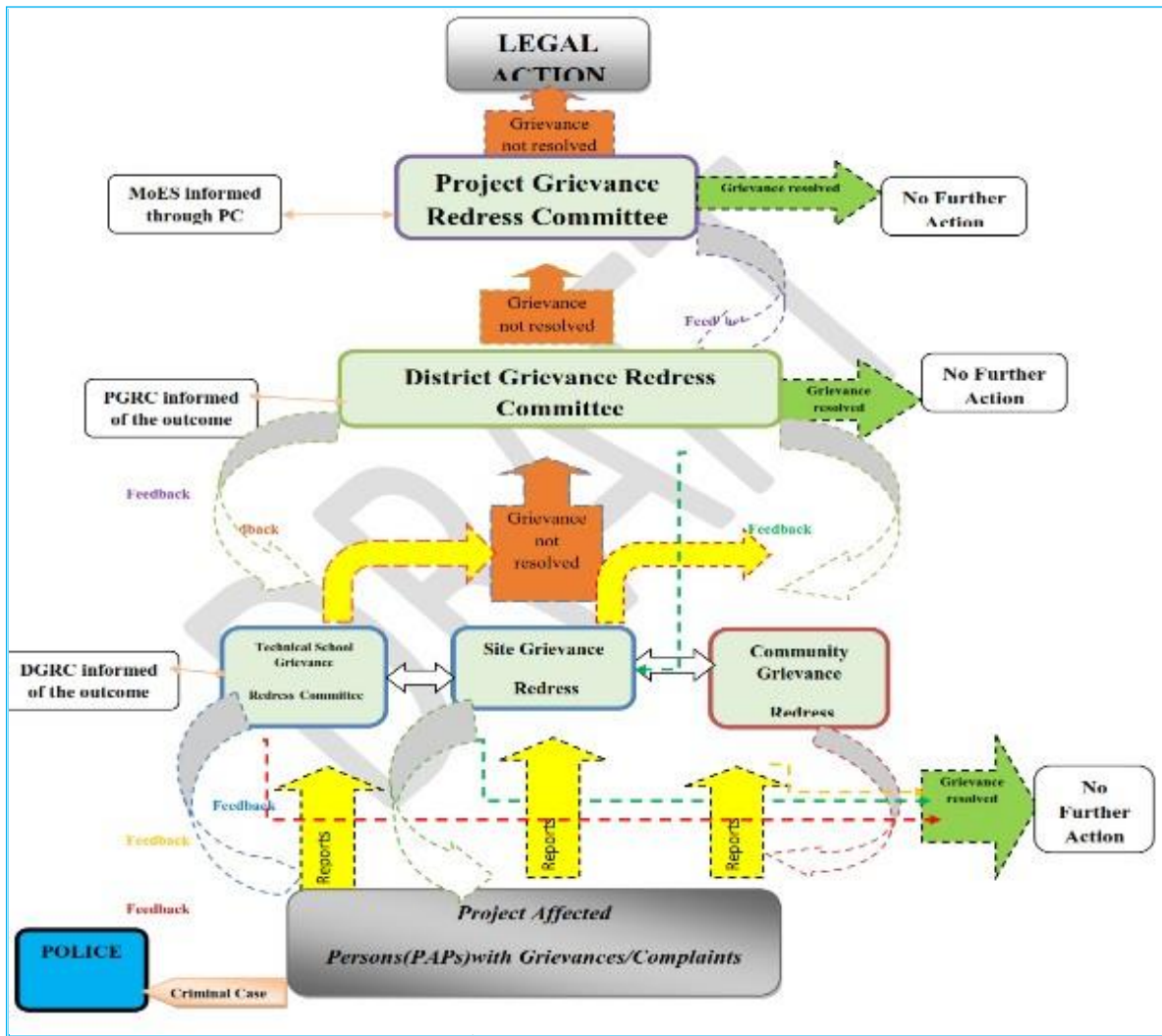


Figure 4-1: A summary of the processes and institutional arrangement for the GRM.

#### 4.3.3 COMMUNITY GRM PROCEDURE

The community grievance procedure at project level will be simple and administered to the extent possible at the local levels to facilitate access, flexibility and ensure transparency. The procedure will have six major stages. These stages include: (i) the complaint or grievance uptake (ii) Assessment, analysis and response (iii) Resolution and closure (iv) Registry and monitoring (v) GRM Evaluation (vi) Appeals process.

##### 4.3.3.1 STEP 1: SUBMISSION OF GRIEVANCES

Multiple channels will be availed to the public for channeling complaints on the project, including:

- Toll-free telephone hotline;
- E-mail; a dedicated email address will be shared for public use; and
- Letters to Grievance focal points at schools;
- Complaint form to be lodged via any of the above channels;
- Walk-ins may register a complaint on a grievance logbook at schools or complaint box at schools; and
- Verbal communications-talking to the affected parties directly, that may involve negotiations, mediation and arbitrations;

The project GRMs will have other measures in place to handle sensitive and confidential complaints, including those related to Sexual Exploitation and Abuse/Harassment (SEA/SH), Child

Abuse and Rape cases that may, among others, include use of Child protection Committees that are already established e.g. children outside of school and Referrals and appeals, depending on the rating of the grievances. The other institutions expected to be part of this referral pathway include: Local Leaders e.g. LCI, LC11 & LCIII, Police, Health Centers/facilities, Courts, Community Development/Labor Officers, Religious Leaders and Civil Society Organizations (CSOs).

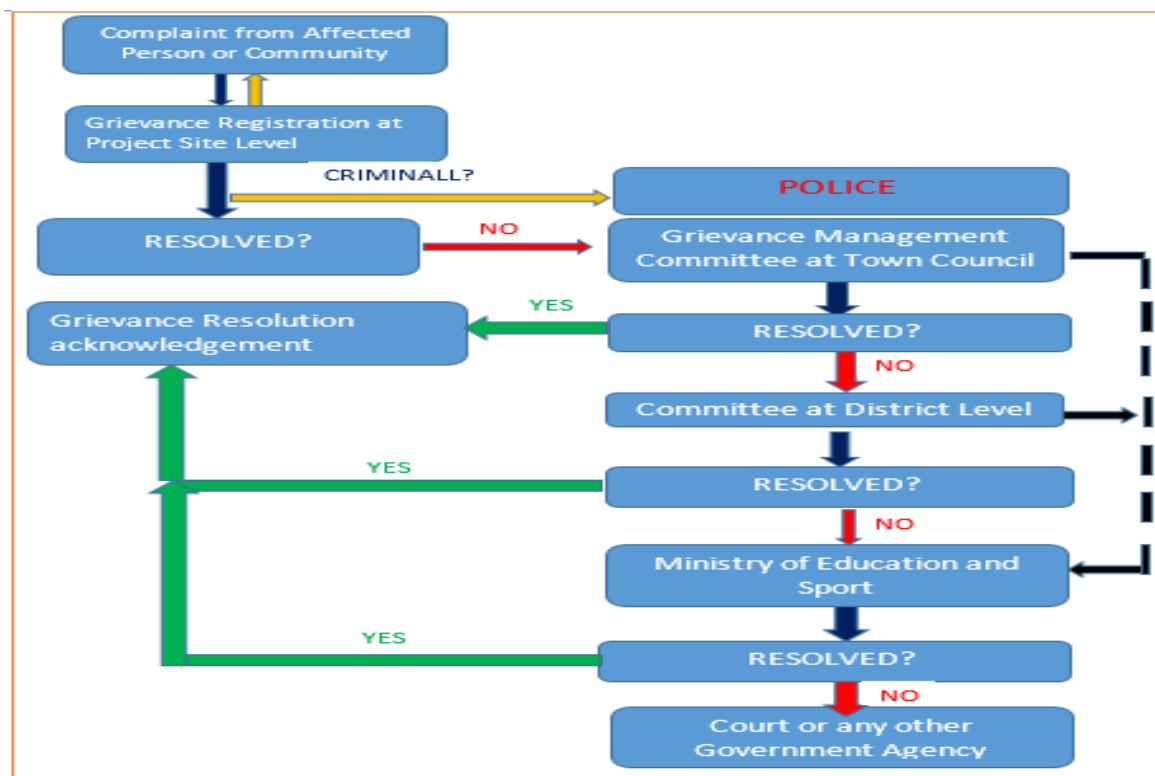


Figure 4-2: Flow Chart for referral process and Community GRM

Anyone from the affected communities or anyone believing they are affected by the Project can submit a grievance/grievance: by completing a written Grievance Registration Form (**Appendix 4** that will be available at the Project Site/GMC level offices including the LC1, School and district Education offices as well as at the Ministry/PCU. Complaints may also be submitted orally and the details of the complaint entered in the GM log. When complainants make their submissions verbally, they should take consideration of social distancing norms and lockdown restrictions as much as possible.

The complainant will attach all copies of documents that support their complaints. Staff at MoES/PCU and GCs will ensure that the form is filled accurately. The complainant will receive a receipt or a confirmation email of acknowledgment with a reference number to track their complaint(s).

Any incident or accident related to the Project which has, or is likely to have, a significant adverse effect on the environment, the affected communities, the public or workers, including, inter alia, cases of sexual exploitation and abuse (SEA), sexual harassment (SH), and accidents that result in death, serious or multiple injury should be reported to MoES and the Bank no later than 48 hours after learning of the incident or accident.

#### 4.3.3.2 STAGE 2: ASSESSMENT, ANALYSIS AND RESPONSE

When a complaint is received, a maximum of 5 days has been provided for a receiving GRC to resolve the complaint or respond to the Project Affected Persons (PAP). This is so to make sure that grievances/complaints are resolved as early as possible. Once complaints are received, the GRCs shall assess whether the complaint or grievance is related to this Project activity implementation or not. In a situation where the complaints are not related to the project, PAPs shall be advised to channel their complaints to the right institutions. For Project specific complaints or grievances, GRCs shall hear such cases and make necessary follow ups to gather evidence and make necessary determination. The outcome of the analysis shall be communicated to the PAP and shall be recorded on a Grievance Resolution Agreement Minute (Annex III). Grievance feedback shall be communicated with complainants, among others, by telephone, fax, email, or in writing and authorized meetings where necessary.

#### 4.3.3.3 STAGE 3: RESOLUTION AND CLOSURE

Where a resolution has been arrived at and the PAP accepts the resolution, the PAP shall be required to sign the resolution and closure section as attached in a grievance resolution implementation minute-Annex IV. Two members of the specific GRC (Chairperson and Secretary) shall also be required to counter sign. This shall signify that the complaint or grievance, which was presented, has been fully discussed resolved and closed.

#### 4.3.3.4 STAGE 4: GRM REGISTRY

All received complaints will be recorded in the complaints log book (Annex-V) or grievance excel-sheet/grievance database. A register shall be kept at all GRCs at all levels to ensure proper record of all complaints and their resolutions. For any case heard, closed or referred to an upper level GRC, a copy of logs and resolution forms for every case shall be submitted as well. This shall enable the GRCs to keep a register, of all cases recoded and handled by them. Using this information, the GRM will be able to generate a matrix of cases and agreed resolutions and be able to follow up if the resolutions are being implemented.

#### 4.3.3.5 STAGE 5: GRM EVALUATION

The GRM evaluation can be undertaken alongside any other evaluation exercises for the project. This will be possible using copies of registers that the GRCs will be keeping. This may assist to trace whether the GRM system was efficient and effective to respond to peoples' complaints and whether the GRM principles were met during the project implementation.

The GRM shall contribute a lot to the efficient running of the project as it shall assist to investigate complaints and bring up a much clear version of the complaint at an earliest time possible, provide a fair and speedy means of dealing with complaints, prevent minor disagreements from developing into more serious disputes, thereby, providing a simple, speedy and cost-effective mechanism of re-installing satisfaction to the ones that were affected.

#### 4.3.3.6 STEP 6: APPEALS PROCESS

The GRM will provide an appeal process if the complainant is not satisfied with the proposed resolutions of the complaints at different levels of the GRMS. Where the PAP is not satisfied with the outcome of his/her complaint, the GRC shall make provision for him/her to appeal to an upper level GRC for further re-address up to the legal recourse. Some cases such as defilement rape and theft, which are criminal in nature and need evidence in Courts of Law may go through referral pathway including the police to avoid destruction of evidence required legally. The project personnel will be required to provide additional information or evidence as witnesses in a court of law in case of need.

#### 4.3.3.7 APPEAL TO COURT

The Ugandan laws allow any aggrieved person the right to access to Court of law. If the complainant still remains dissatisfied with the District Land Tribunal or MoES top management, the complainant has the option to pursue appropriate recourse via judicial process in Uganda. Courts of law will be a “last resort” option, in view of the above mechanism.

#### 4.4 WORKERS GRM

In addition to implementing other mitigation measures that provides safety and security to all workers as proposed in the ESMP, a separate GRM, will be established for project workers to lodge their complaints relating to their working environment or conditions. The GRM will be inclusive and will include representatives elected by workers. For direct workers (e.g MoES coordinating teams, the district environmental officer, district engineer, labour officer), the mechanism should involve an appropriate level of management and address concerns promptly, using an understandable and transparent process that provides feedback to those concerned, without any retribution. Some of the challenges likely to be faced by the workers may include, but not limited to: delayed payment of salaries, lack of adequate PPE, lack of adequate welfare including food and drinking water, working long hours without commensurate pay, unclear rules and regulations not introduced to worker/lack of sensitization at the of hiring stage.

The appropriate level of management will be the workers GRM comprised of the Site Engineer/Supervisor, Contractors Sociologist, the Health and Safety Officer and two elected/nominated workers representatives (male and female). These will work closely/and or report to the Project sociologist for guidance and involve the LCI Chairperson as part of the team. The contracted workers and suppliers will inform their teams of the grievance mechanism at the time of hiring, and make it easily accessible to them.

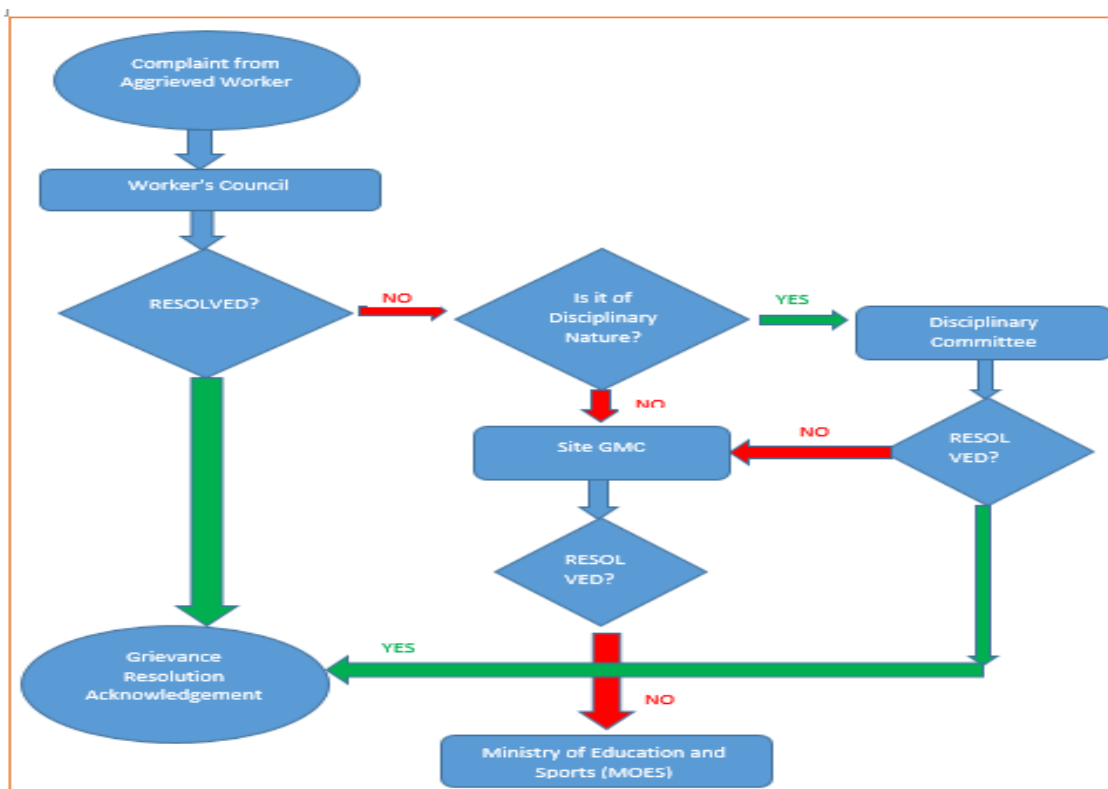


Figure 4-3: Flow Chart for Site/Workers' Grievance Redress Pathway and Referral

#### 4.5 WORLD BANK GRIEVANCE REDRESS MECHANISM

Communities and individuals who believe that they are adversely affected by a WB-supported project may submit complaints to existing project-level grievance redress mechanism or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address USDRH-related concerns.

Communities and individuals affected by USDRH may 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 WB's attention, and WB Management has been given an opportunity to respond. Information on how to submit complaints to the WB's corporate GRS is provided in <http://www.worldbank.org/GRS>. Information on how to submit complaints to the WB Inspection Panel is provided in [www.inspectionpanel.org](http://www.inspectionpanel.org).

#### 4.6 GRIEVANCE REDRESS MECHANISM CHANNELS FOR GENDER BASED VIOLENCE AND VIOLENCE AGAINST CHILDREN COMPLAINTS

##### 4.6.1 GRM CHANNEL FOR VACIS COMPLAINTS

All GRCs will be engaged on how to manage Violence Against children in school (VACiS) and all referral pathways involved (both in health centers and police) to successfully handle VACiS as highlighted in the MoES RTRR guidelines.

The RTRR guidelines specifically address VACiS and the main roles of the guidelines are to:

- a. To create awareness and sensitization on children rights especially the right to a violence free environment;
- b. Identify the key actors and their roles and responsibilities in handling cases of VACiS;
- c. Assign the role of reporting and tracking of VACiS to the Senior Female/Male Teachers and School Management Boards;
- d. Empowering the school disciplinary Committee to deal with case of VACiS perpetrated by Staff; and
- e. Enforce the Professional code of conduct for teaching and non-teaching staff and other school rules and regulations and
- f. Build the capacity of the school to report and track cases of VACiS.

##### 4.6.2 GRIEVANCE REDRESS MECHANISM CHANNELS FOR GBV COMPLAINTS

The issues of Gender Based Violence will be looked in a wider perspective to include Gender Base Violence (GBV) /Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) Plan as part of the site specific ESMPs. In addition, a GBV/SEA/SH Prevention and Response Plan will be prepared by the contractors as part of the C-ESMPs with a minimum package of services (health, psychosocial, legal/security, safe house/shelter, livelihood). The project will adopt the survivor centered approach in all case management processes, which will be shared during stakeholder engagements.

The main interventions proposed in the GBV/SEA/SH Prevention and Response Plan during implementation of USDRH include:

- a. **Leadership through hiring a social specialist** to put in place monitoring systems at the highest levels for regular reporting on GBV in the project implementation districts;
- b. **Policies and procedure** implementation through using/and or putting in place Grievance Redress Mechanism (GRM) Ethical Code of Conduct (CoC) and Training on contractors on the CoC and GRM will undertake to ensure compliance;

- c. **Investigation procedures** by Putting up such systems that will enable safe, confidential reporting and access to GBV/SEA/SH services as needed. GBV/SEA/SH assistants in the project implementation areas will be expected to conduct mappings of formal services (healthcare, counselling) and informal resources (including through women's organizations) to support those who have experienced GBV/SEA/SH; and
- d. **Training and awareness raising** by specifically ensuring that GBV cases are reported to the response centres for immediate response. In addition, during the construction and expansion of school facilities under this project, emphasis will be put on ensuring that the construction designs have put into consideration the special facilities for girls and boys/men and women and that this will take care of their unique needs such as menstruation.

Furthermore, the Workers' Code of Conduct will be elaborate in which gender-based violence and violence against children are integrated as an offence, will be put in place; and workers sensitized about the Workers' Code of Conduct and that, each, commits to abide by it by signing a copy which should be kept on site by the Project Contractor; and each worker is given a separate copy for their records. In addition, the SEP has incorporated sensitization initiatives that include radio disclosure, display of signage, posters and pamphlets around the project site that signal to workers and the community that the project site is an area where GBV is prohibited.

The Code of Conduct will require avoidance of discrimination or exclusion of Project beneficiaries, workers and vulnerable or Marginalized Groups or Individuals. Workers will be required to participate in training and awareness raising on this subject.

In terms of referral, the institutions (medical centers and police) roles and responsibilities includes: for medical centers: medical examination for bodily harm or other injuries cause, producing medical reports for police investigations and other evidence for the courts of law, and provide medical care for the child survivor or victims of GBV; for the police this includes: investigating cases, providing evidence to support court proceedings, and providing support for child survivor/and or victims of GBV to access required support services and evidences such as medical reports. In addition, the project will also emphasize and encourage psychosocial measures such as: promoting and proving activities such schooling, activating and forming social networks/clubs at school, and age friendly spaces such positive messages in school compounds on HIV prevention, safe schools, gender equitable norms and practices.

## 5 MONITORING AND REPORTING

The project stakeholders may be involved in the monitoring of the project through any of the following means: formal/informal meetings, inspections/field observations, group discussions on the success of the mitigation measures and how to manage emerging/new issues including the challenges during implementation of the project.

It is important that information is disclosed, and consultations are undertaken with all stakeholders during undertaking of various studies; and the following indicators used to monitor and improve stakeholder engagement during implementation of the projects:

- a. Number consultations/participants consulted and their record;
  - a. Number of participants attending consultation meetings and other forums disaggregated to show women, and vulnerable and marginalized persons;
- b. Number of stakeholders' comments and suggestions received by the Colleges/PCU through various feedback channels;
  - a. Number of public stakeholders' grievances received and recorded within a reporting period (e.g. monthly, quarterly, or annually)
- b. Number of publications on Project implementation process in local, regional, and national media;
- c. Type/Category of stakeholder comments and suggestions addressed by the Colleges/PCU and what it means;
- d. Key categories of grievances received (employment, land use, child labour, gender violence, HIV/AIDS, health and safety, noise, pollution issues, etc.);
- e. Number of grievances resolved within the maximum established time; and
- f. Number of grievances remaining unsolved.

### 5.1.1 TOOLS FOR MONITORING

The following tools will be used to achieve the objectives of monitoring and hence fulfilling the responsibility of reporting to the affected/broader stakeholder groups:

- a. Environmental and Social Assessment Reports/Projects Framework;
- b. Contractor Environmental and Social Management Implementation Plans (CESMPs)–these will guide the contractors in addressing environmental and social issues at the colleges;
- c. Occupational Safety and Health Plans to address safety and health issues that will cover the workers, school children and the public;
- d. Social Risk Management including preparation of Gender, HIV/AIDS strategies& Child protection Plans;
- e. Quarterly monitoring reports will be prepared by the TVET-PCU showing the status of implementation of mitigation measures, challenges and emerging/unforeseen impacts during projects implementation;
- f. The contractor/supervising engineers will prepare monthly reports showing progress in implementation of the project and performance in addressing environmental and social issues; and
- g. Sharing the various approval permits/licences from the relevant government/lead agencies with the affected/broader stakeholders in order to guide safeguards implementation.

### 5.1.2 REPORTING TO MANAGEMENT

Monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be

compiled by responsible staff and referred to the PCU. The monthly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner.

The end of project report will provide a summary of all public consultation issues, grievances and resolutions. The report will provide a summary of relevant public consultation findings from informal meetings held at community level.

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#### 5.1.3 REPORTING BACK TO PROJECT STAKEHOLDER GROUPS

The USRDH project will provide the opportunity to report back to the stakeholders on matters relating to;

- Key Performance Indicators (KPI) be monitored by the project on a regular basis
- Number of grievances received and resolved within a reporting period (e.g. monthly, quarterly, or annually) and number of those resolved within the prescribed timeline;
- Progress on implementation of the mitigation measures for social safeguard and the planned initiatives
- Number of press materials published/broadcasted in the local, and national media

This information will be shared during:

- Periodic district review and support supervision meetings.
- Periodic site visits stakeholders' meetings
- Shared reports (both printed in hard copies or shared by electronic means).

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#### 5.1.4 REPORTING BACK TO THE WORLD BANK ON DISCRIMINATION AND EXCLUSION

The EISM will also establish mechanisms for monitoring non-discrimination policies and grievance handling within Project Implementation Units and IFC clients, by requesting monthly reports from the PIUs on their progress with policy implementation and grievance handling. This will involve reporting on actions to implement the mitigation measures and data on grievance handling in each project.

## 6 MANAGEMENT OF THE PLAN

The stakeholder engagement plan will be implemented as part and partial of the broader framework of environmental and social safeguards management for the project that involves consultations, infrastructure condition assessment, environmental and social screening, feasibility studies, environmental and social impacts assessments, construction and operation of infrastructure and supervision and monitoring as well as overall project implementation.

The implementation arrangement for the SEP at the national level will be coordinated by the Project Coordinating Unit (PCU) in collaboration with MoES. The Project Environmental and Social Specialists within the PCU will provide support and coordinate the management of the environmental, social, and health and safety risks and impacts posed by the project at central level. The specialists will directly oversee the implementation of SEP and thus compile periodic progress reports for the interested stakeholders. The specialists will also support training and capacity building of relevant stakeholders on the SEP. Overall management responsibility for implementing the SEP will rest with the Permanent Secretary for MoES.

The Technical schools are required to have a management structure to handle stakeholder issues and report upwards as appropriate. In addition, for purposes of interaction of the contractor (s) with community, it is advisable that the contractors recruit a Community Liaison Officer (CLO) to handle stakeholder issues.

The stakeholder engagement plan will be shared with all the stakeholders already outlined in the previous sections, through email and disclosure on the Ministry's/Colleges website once approved. And a stakeholder database comprised of hard and soft files /registers will be kept at the PCU/Colleges.

### 6.1 IMPLEMENTATION BUDGET

The implementation of the SEP is to be led by MoES through USDRH Project Implementation Unit (PIU) and the budget for its implementation is proposed as herein.

**Table 6.1: Proposed budget**

| No.          | Activities                                                                    | Approx. Cost (USD) |
|--------------|-------------------------------------------------------------------------------|--------------------|
| 1            | Stakeholder consultation meetings                                             | 2,000              |
| 2            | Information products e.g. brochures and sensitization items                   | 12,000             |
| 3            | Publicity/media                                                               | 2,000              |
| 4            | Capacity building for national and district level stakeholders in safeguards. | 10,000             |
| 5            | Training on Formation of GRMs and corresponding Tools                         | 8,000              |
| 6            | Monitoring and evaluation                                                     | 15,000             |
| 7            | Engagement of Liaison Specialists/Officers in project areas                   | 1,000              |
| <b>TOTAL</b> |                                                                               | <b>50,000.</b>     |

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1. International Development Association (IDA), Project Appraisal Document for Albertine Region Sustainable Development Project (ARSDP), March, 2014
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3. International Finance Corporation-World Bank Group. Stakeholder Engagement: A good Practice Handbook for Companies Doing Business in Emerging Markets, 2007.
4. Ministry Education and Sports. Environmental and Social Management Framework-Skills Development Project (SDP), September 2014.
5. Ministry of Education and Sports. Resettlement Policy Framework: Albertine Region Sustainable Development Project (ARSDP), November, 2013.
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7. The Constitution of the Republic of Uganda, 1995;
8. The National Environment Act, 2019
9. The Land Act, 1998
10. The National Forestry and Tree Planting Act, 2003,
11. The Local Governments Act, 1997
12. The Physical Planning Act, 2010
13. The National Land Policy, 2013;
14. The National Environment (Environmental Impact Assessment Regulations). SI 153-1,
15. The National Environment Management Authority, Guidelines for Environmental Impact Assessment in Uganda, 1998.
16. The Water Act CAP. 152

# APPENDIX 01: ATTENDANCE LISTS FOR THE MEETINGS HELD

THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND SPORTS

## REGISTRATION FORM

ACTIVITY: .....

VENUE: BUTUNGIRI PC

DATE: 02/12/2022

| #  | Name                  | Sex | Organization           | Designation    | Any disability/ Special Need (Yes/No) | Age category (Please tick) |         |         |         |         | Telephone # | Email | Signature |
|----|-----------------------|-----|------------------------|----------------|---------------------------------------|----------------------------|---------|---------|---------|---------|-------------|-------|-----------|
|    |                       |     |                        |                |                                       | (11-13)                    | (14-18) | (19-29) | (30-45) | (46-60) |             |       |           |
| 1  | MUGOME SILVER         | M   |                        | BOARD MEMBER   | N                                     |                            |         |         |         |         |             |       |           |
| 2  | F. NICHOLAS PINGIRE   | M   |                        | ELITE LEADER   | N                                     |                            |         |         |         |         |             |       |           |
| 3  | JUSTIN OMUNE MATIAS   | M   | BUTUNGIRI AREA COUNCIL |                | N                                     |                            |         |         |         |         |             |       |           |
| 4  | MUKISHA SILVER        | M   | KUSUMBA                | AGRICULTURE    | N                                     |                            |         |         |         |         |             |       |           |
| 5  | ARINATWE MAXIMA       | M   | BUTUNGIRI PC           | REPRESENTATIVE | N                                     |                            |         |         |         |         |             |       |           |
| 6  | FR. GODFREY ABENIHO   | N   | BUTUNGIRI              | FUNDATION      | N                                     |                            |         |         |         |         |             |       |           |
| 7  | TUMWINI PAUL          | M   |                        | DEPUTY         | N                                     |                            |         |         |         |         |             |       |           |
| 8  | WILSON WEMBA          | F   | WALUKA                 | S. C. S.       | N                                     |                            |         |         |         |         |             |       |           |
| 9  | OMER ELSEED           | M   |                        |                | N                                     |                            |         |         |         |         |             |       |           |
| 10 | BUTUNGIRI OSCAR       | M   | WALUKA                 | CONSULTANT     | N                                     |                            |         |         |         |         |             |       |           |
| 11 | RSB. KIZIA JOMU SMITH | M   | MOES                   | REPRESENTATIVE | N                                     |                            |         |         |         |         |             |       |           |
| 12 | NAMUKUGA ANGELLA F    | F   | MOES                   | CD             | N                                     |                            |         |         |         |         |             |       |           |

# REGISTRATION FORM

ACTIVITY: UDDHR APPRAISAL MISSION VENUE: AMUGO TECHNICAL SCHOOL

STAKEHOLDER: ENGAGEMENT DATE: 1<sup>st</sup> DECEMBER 2022

| #  | Name                | Sex | Organization | Designation      | Any disability/ Special Need (Yes/No) | Age category (Please tick)            | Telephone # | Email                    | Signature   |
|----|---------------------|-----|--------------|------------------|---------------------------------------|---------------------------------------|-------------|--------------------------|-------------|
| 1  | SPKID WILFRED N     | M   | TECHNO DIGI  | DIRECTOR GENERAL | NO                                    | (12-15) (16-18) (19-25) (26-45) Above |             | spkidiw@amugotech.gov.ug | [Signature] |
| 2  | KABANDA JOSE        | M   | Omugbo SLC   | BoB Ref.         | NO                                    |                                       |             | 077 0000000000           | [Signature] |
| 3  | TABO PHILIP         | M   | Omugbo SLC   | LC II            | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 4  | BALAMUKISA M        | M   | Omugbo SLC   | INSTRUCTOR       | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 5  | ATIBUNI JESTER      | M   | Omugbo SLC   | INSTRUCTOR       | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 6  | ONZIMA WILLIAM      | M   | Omugbo SLC   | STUDENT          | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 7  | ADDOE AFRID         | M   | Omugbo SLC   | STUDENT          | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 8  | ADDOE WILDLIN       | F   | Omugbo SLC   | INSTRUCTOR       | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 9  | MUGERO KATHO COUSIN | F   | Omugbo SLC   | STUDENT          | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 10 | ATIKO EMMANUEL      | M   | Omugbo SLC   | STUDENT          | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 11 | TAMIN TWAIS         | M   | Omugbo SLC   | STUDENT          | NO                                    |                                       |             | 045 0000000000           | [Signature] |
| 12 | Senga Program M     | M   | Omugbo SLC   | HT               | NO                                    |                                       |             | 045 0000000000           | [Signature] |



THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND SPORTS

REGISTRATION FORM

ACTIVITY:..... VENUE:.....

DATE:.....

| #  | Name                | Sex | Organization      | Designation         | Any disability/<br>Special Need<br>(Yes/N o) | Age category(Please tick) |         |                                     |                                     | Telephone # | Email | Signature |
|----|---------------------|-----|-------------------|---------------------|----------------------------------------------|---------------------------|---------|-------------------------------------|-------------------------------------|-------------|-------|-----------|
|    |                     |     |                   |                     |                                              | (10-13)                   | (14-18) | (19-29)                             | (30-49)                             |             |       |           |
| 1  | MOLLO NELSON        | M   | OMUGIRO TECH. SCH | INSTRUCTOR          | N/O                                          |                           |         |                                     | <input checked="" type="checkbox"/> |             |       |           |
| 2  | AGUTTA VANCEBAT     | M   | OMUGIRO TECH. SCH | INSTRUCTOR          | N/O                                          |                           |         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |             |       |           |
| 3  | ANDRUGA JIMMY KEIBO | M   | OMUGIRO TECH. SCH | DEPUTY HEAD TEACHER | N/O                                          |                           |         |                                     |                                     |             |       |           |
| 4  | ETIMIA MUKULANI     | M   | OMUGIRO TECH. SCH | STUDENT             | N/O                                          |                           |         |                                     |                                     |             |       |           |
| 5  |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 6  |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 7  |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 8  |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 9  |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 10 |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 11 |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |
| 12 |                     |     |                   |                     |                                              |                           |         |                                     |                                     |             |       |           |

# REGISTRATION FORM

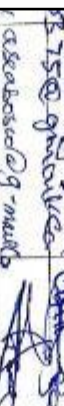
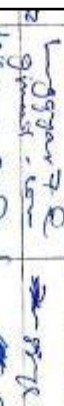
ACTIVITY: USA & H APPARATUS MISSION

VENUE: OMUO TECHNICAL SCHOOL  
DATE: 1st DECEMBER 2022

| #  | Name                | Sex | Organization | Designation      | Any disability/ Special Need (Yes/No) | Age category (Please tick) |         |                                     |         | Telephone # | Email | Signature                                                                           |
|----|---------------------|-----|--------------|------------------|---------------------------------------|----------------------------|---------|-------------------------------------|---------|-------------|-------|-------------------------------------------------------------------------------------|
|    |                     |     |              |                  |                                       | (10-13)                    | (14-18) | (19-29)                             | (30-45) |             |       |                                                                                     |
| 1  |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 2  |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 3  | Nantlengya Angelle  | F   | MOES         | PA               | No                                    |                            |         | <input checked="" type="checkbox"/> |         |             |       |  |
| 4  | Nantlengya Sandra   | F   | MOES         | NCEO             | No                                    |                            |         | <input checked="" type="checkbox"/> |         |             |       |  |
| 5  | Alchano OSTERIA     | M   | World Bank   | Environment- SRE | No                                    |                            |         |                                     |         |             |       |  |
| 6  | David Mubeni Mungwa | M   | MOES TUGOTOM |                  | No                                    |                            |         |                                     |         |             |       |  |
| 7  |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 8  |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 9  |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 10 |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 11 |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |
| 12 |                     |     |              |                  |                                       |                            |         |                                     |         |             |       |                                                                                     |

# REGISTRATION FORM

ACTIVITY: USDRT APPRAISAL MISSION VENUE: INDE TECHNICAL SCHOOL  
STAKEHOLDER: ENGAGEMENT DATE: 30th November 2022

| #  | Name                  | Sex | Organization       | Designation  | Any disability?<br>(Yes/No) | Age category (Please tick)<br>(10-13)<br>(14-18)<br>(19-29)<br>(30-45)<br>(46+) | Telephone # | Email                   | Signature                                                                           |
|----|-----------------------|-----|--------------------|--------------|-----------------------------|---------------------------------------------------------------------------------|-------------|-------------------------|-------------------------------------------------------------------------------------|
| 1  | Vulima Aliama Michael | M   | BDr member         | Old boy rep. | NO                          | <input checked="" type="checkbox"/>                                             |             | Vulima Aliama Michael   |  |
| 2  | AKUMA GEDREY          | M   | MEMBER             | BOG VICE PD  | NO                          | <input checked="" type="checkbox"/>                                             |             | akumagedrey@gmail.com   |  |
| 3  | VENJAN BOSCO ASEA     | M   | member             | BOG          | NO                          | <input checked="" type="checkbox"/>                                             |             | aseabosco@gmail.com     |  |
| 4  | Lungga Richard        | M   | HTF leader         | HT           | N/D                         | <input checked="" type="checkbox"/>                                             |             | lungga7@gmail.com       |  |
| 5  | LEKU MUSA             | M   | DEPTO FS           | TEACHER      | NO                          | <input checked="" type="checkbox"/>                                             |             | lekuusa@gmail.com       |  |
| 6  | MARUZA JESCA          | F   | member             | -            | NO                          | <input checked="" type="checkbox"/>                                             |             | -                       |  |
| 7  | BIKENI TIMOTHY        | M   | RHINO CAMP HD      | WILKIN       | NO                          | <input checked="" type="checkbox"/>                                             |             | bikenitimothy@gmail.com |  |
| 8  | AGABRU BIRON          | M   | T/C CHAIR          | -            | NO                          | <input checked="" type="checkbox"/>                                             |             | demirabiron@gmail.com   |  |
| 9  | ADRIKO DENIS          | M   | SCHOLARSHIP HOLDER | INSTRUCTOR   | NO                          | <input checked="" type="checkbox"/>                                             |             | adrikoagabru@gmail.com  |  |
| 10 | KIRILI MARGREI        | F   | TEACHER            | TR           | NO                          | <input checked="" type="checkbox"/>                                             |             | kirilimargre@gmail.com  |  |
| 11 | Kiloma Wilson         | M   | INDE TECH STAFF    | BURDAR       | N/D                         | <input checked="" type="checkbox"/>                                             |             | kilomawilson@gmail.com  |   |
| 12 |                       |     |                    |              |                             |                                                                                 |             |                         |                                                                                     |

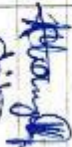
# REGISTRATION FORM

ACTIVITY: UGARCH APPRAISAL MISSION  
VENUE: INDE TECHNICAL SCHOOL  
DATE: 30th November 2022

| #  | Name                   | Sex | Organization                  | Designation | Any disability?<br>(Yes/No) | Age category (Please tick)          | Telephone # | Email | Signature |
|----|------------------------|-----|-------------------------------|-------------|-----------------------------|-------------------------------------|-------------|-------|-----------|
| 1  | KER OAOI HAKKA SAMPSON | M   | Ugarch Ushaka                 | PHYSI       |                             | <input checked="" type="checkbox"/> |             |       |           |
| 2  | ONDIMA MAJID           | M   | INDE TECHNICAL SCHOOL         | TEACHER     |                             | <input checked="" type="checkbox"/> |             |       |           |
| 3  | ABIKO JENNY ROSE       | F   | MIDURA                        | BOG member  |                             | <input checked="" type="checkbox"/> |             |       |           |
| 4  | ADROKO RASHIEL         | F   | Ogala School Local government | BOG member  |                             | <input checked="" type="checkbox"/> |             |       |           |
| 5  | ABENGAZI DEBERT        | M   | STUDENT                       | Student     |                             | <input checked="" type="checkbox"/> |             |       |           |
| 6  | BOMUWE EMERANUEL       | M   | seminary                      | Deacon      |                             | <input checked="" type="checkbox"/> |             |       |           |
| 7  | ABH-ASIKU CATRIS       | M   | Evangelical                   | Deacon      |                             | <input checked="" type="checkbox"/> |             |       |           |
| 8  | ADDERO MUKUMEL         | M   | Evangelical                   | Deacon      |                             | <input checked="" type="checkbox"/> |             |       |           |
| 9  | AGUJA AMON             | M   | OP'DIONG                      | Deacon      |                             | <input checked="" type="checkbox"/> |             |       |           |
| 10 | Adana Gideon           | M   | Church of Uganda              | Teacher     |                             | <input checked="" type="checkbox"/> |             |       |           |
| 11 | KIVIRA JEDHA PAUL      | M   | INDE TECHNICAL                | INSTRUCTOR  |                             | <input checked="" type="checkbox"/> |             |       |           |
| 12 | OLUSAL WALUGO          | M   | INDE TECHNICAL                | INSTRUCTOR  |                             | <input checked="" type="checkbox"/> |             |       |           |

# REGISTRATION FORM

ACTIVITY: UGANDA AGRARIAN MISSION VENUE: INDE TECHNICAL INSTITUTE  
SPAREHOODER ENGAGEMENT DATE: 30TH NOVEMBER, 2022

| #  | Name                      | Sex | Organization   | Designation   | Any disability?<br>(Yes/No) | Special Need<br>(Yes/No) | Age category (Please tick)<br>(10-13) (14-18) (19-29) (30-45) Above 46 | Telephone # | Email                        | Signature                                                                           |
|----|---------------------------|-----|----------------|---------------|-----------------------------|--------------------------|------------------------------------------------------------------------|-------------|------------------------------|-------------------------------------------------------------------------------------|
| 1  | Anduna Charles            | M   | Inde Technical | Deputy        | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | anduna@inde19@gmail.com      |  |
| 2  | Dillo Fredde              | M   | MAD-ORUOD      | for CTO       | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | dillofredde@gmail.com        |  |
| 3  | Aluonzi Geoffrey          | M   | MAD-ORUOD      | for DE        | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | geoffrey@inde19@gmail.com    |  |
| 4  | ASUNDUWA MEECH            | F   | DURD SLC       | BDG           | No                          | No                       | <input checked="" type="checkbox"/>                                    |             |                              |  |
| 5  | DUSO SUNDAY ISHAC         | M   | DURD SLC       | LCM CHAIR     | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | sundayis@inde19@gmail.com    |  |
| 6  | NATUKIA PATRICK           | M   | VICE CHAIR     | STATIONARY    | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | natukia@inde19@gmail.com     |  |
| 7  | ABIMATH ALEX GADWIN       | M   | PTA INDE TECH  | PTA EXECUTIVE | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | abimathalex@inde19@gmail.com |  |
| 8  | CHAKISTEY KAUORGEU SUNDAY | M   | LCI            | CHAIR         | No                          | No                       | <input checked="" type="checkbox"/>                                    |             |                              |  |
| 9  | AZAMUKA AYUB GEORGE       | M   | DURD SLC       | LC2 Executive | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | ayub@inde19@gmail.com        |  |
| 10 | ALONG BINA GABRIEL        | M   | M.O            | BDG member    | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | alongbina@gmail.com          |  |
| 11 | AIRIKU PATRICK            | M   | MAD-ORUOD      | DLC           | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | patrick@inde19@gmail.com     |   |
| 12 | Candice Michael Reuben    | M   | MAD-ORUOD      | DLC           | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | candicemichael@gmail.com     |    |
| 13 | DILLO FREDDE              | M   | VICE CHAIR     | STATIONARY    | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | dillofredde@gmail.com        |    |
| 14 | ALUONZI GABRIEL           | M   | VICE CHAIR     | STATIONARY    | No                          | No                       | <input checked="" type="checkbox"/>                                    |             | aluonzi@inde19@gmail.com     |    |

ACTIVITY: USD+R APPR+ISAL- MISSION

VENUE: INDE TECHNICAL INSTITUTE

## STAKEHOLDER ENGAGEMENT - MOES TEAM

DATE..... 30TH NOVEMBER 2021

[illegible]

## APPENDIX 02: PHOTO LOG STAKEHOLDERS ENGAGED



Figure 0-1: Meeting with the Mayor and Head of Laity, Principal, Board of Governors at Buhingiro Core PTC.



Figure 0-2: Stakeholder consultations at Inde Technical College



Figure 0-3: Consultations at Omugo Technical School

## APPENDIX 03: SUMMARIES OF STAKEHOLDER VIEWS DURING CONSULTATIVE MEETINGS

### Annex 2: Stakeholder Consultation Form

#### MINISTRY OF EDUCATION AND SPORTS

#### UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

#### List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 2/12/2022                                                                                                                                                                                                                                                   |
| Name                                        | ABENAITWE GODFREY                                                                                                                                                                                                                                           |
| Title                                       | PRIEST                                                                                                                                                                                                                                                      |
| Station/College                             | BUNYIRO PARISH                                                                                                                                                                                                                                              |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"><li>- The Security of Management after the transition.</li><li>- When will the project begin?</li><li>- How Beneficial will it be to the community.</li><li>- The Development Plan from the District.</li><li>-</li></ul> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                                                                        |
| Sign.                                       |                                                                                                                                                                          |

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

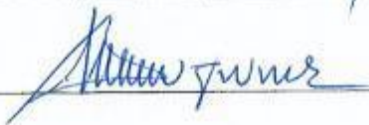
List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                          |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 2 <sup>nd</sup> DEC 2022.                                                                                                                                                                |
| Name                                        | MUGISHA SILVER                                                                                                                                                                           |
| Title                                       | CHAIRPERSON LCIII   BOARD MEMBER.                                                                                                                                                        |
| Station/College                             | KASHUMBA SUB-COUNTY.                                                                                                                                                                     |
| Concerns/Issues/Views/opinions/expectations | <p>Our concern is really the school to be condensed for studies.</p> <p>Due to our area, being backward in Education, we expect more in the proposed skills <del>to</del> be taught.</p> |
| Tel: Contact                                | <div></div>                                                                                                                                                                              |
| Sign.                                       |                                                                                                       |

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 02/12/2022                                                                                                                                                                                                                                                                                                                                                                                                           |
| Name                                        | MUGOMBE SYLVIA                                                                                                                                                                                                                                                                                                                                                                                                       |
| Title                                       | BOARD MEMBER                                                                                                                                                                                                                                                                                                                                                                                                         |
| Station/College                             | BUTUNGIRO P.T.C                                                                                                                                                                                                                                                                                                                                                                                                      |
| Concerns/Issues/Views/opinions/expectations | <p>My concerns are as follows:- Skilling our children (Nationals) and Refugees because a lot of them have no work, instead come to steal our food. Males and females both able and disabled.</p> <p>Opinion: A number of skills eg Phone Repair, kneading, Hair dressing and all sorts of skills so that even P-7 leavers can be captured.</p> <p>Expectations: We expect to start soon as construction goes on.</p> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Sign.                                       |                                                                                                                                                                                                                                                                                                                                   |

# MINISTRY OF EDUCATION AND SPORTS

## UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

### List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 02.12.2022                                                                                                                                                                                                                                                                                                                              |
| Name                                        | TUSHABEOMWE MATHIAS                                                                                                                                                                                                                                                                                                                     |
| Title                                       | CHAIRMAN PARISH COUNCIL                                                                                                                                                                                                                                                                                                                 |
| Station/College                             | Buhungiro PIC                                                                                                                                                                                                                                                                                                                           |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"> <li>- Buhungiro PIC is the only highest institution in Buhungiro.</li> <li>- Need for Skills training Centre soon</li> <li>- How will the site be managed between now and when the Centre is ready.</li> <li>- To Have many courses like Salon, mackies, etc value addition, driving etc.</li> </ul> |
| Tel: Contact                                | tushabeomwemathias@gmail.com                                                                                                                                                                                                                                                                                                            |
| Sign.                                       |                                                                                                                                                                                                                                                      |

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 2/12/2022                                                                                                                                                                                                                                                            |
| Name                                        | Fr. Nicholas Asingwire                                                                                                                                                                                                                                               |
| Title                                       | Priest in-charge of School Bihugiro                                                                                                                                                                                                                                  |
| Station/College                             | Bihugiro primary teachers college                                                                                                                                                                                                                                    |
| Concerns/Issues/Views/opinions/expectations | Yes it is good that you have seen what is needed in the community and you are giving the solution to it. But the expectations of people is that this programme should begin as soon as possible so that people are helped that is refugees and the community around. |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                                                                                 |
| Sign.                                       |                                                                                                                                                                                   |

## MINISTRY OF EDUCATION AND SPORTS

### UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

#### List of Persons Consulted: USDRH Environmental and Social Screening

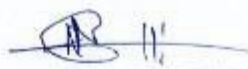
|                                             |                                                                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 02 <sup>nd</sup> Dec. 2022                                                                                                                                                                                       |
| Name                                        | Arinaitwe Maxima                                                                                                                                                                                                 |
| Title                                       | Principal                                                                                                                                                                                                        |
| Station/College                             | Buhungiro PTC                                                                                                                                                                                                    |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"><li>• Construction of a reliable water <sup>supply</sup> <del>source</del> facility is most need</li><li>• Security of the Institution need refencing / fence streng</li></ul> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                             |
| Sign.                                       |                                                                                                                               |

Annex 2: Stakeholder Consultation Form

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30/11/22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Name                                        | B.O.Gs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Title                                       | Stakeholder Engagement Meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Station/College                             | Inde Technical School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Concerns/Issues/Views/opinions/expectations | <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>- Good work quality work</li> <li>- Head monitoring of work</li> <li>- Increased enrollment</li> <li>- Sensitisation of stakeholders on protection</li> <li>- Regular update meetings (entry, prep meetings)</li> <li>- Recruitment of local labourers &amp; skills</li> <li>- Accountability at all levels</li> <li>- Upgrade to an institute</li> </ul> <p><u>Issues</u></p> <ul style="list-style-type: none"> <li>- No classes</li> <li>- No hostels</li> </ul> </div> <div style="width: 35%;"> <p><u>Concern</u></p> <ul style="list-style-type: none"> <li>- Increased GBV especially from construction workers</li> </ul> </div> </div> |
| Tel: Contact                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Sign.                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**MINISTRY OF EDUCATION AND SPORTS**

**UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES**

**List of Persons Consulted: USDRH Environmental and Social Screening**

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30 <sup>th</sup> Nov, 22                                                                                                                                                                                                                                                                                                                                                                                 |
| Name                                        | ABIKO JENNY ROSE                                                                                                                                                                                                                                                                                                                                                                                         |
| Title                                       | DISTRICT REPRESENTATIVE TO BOG                                                                                                                                                                                                                                                                                                                                                                           |
| Station/College                             | MABI-OKOLLO DISTRICT HEAD-QUARTER                                                                                                                                                                                                                                                                                                                                                                        |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"> <li>- Community involvement in creating employment</li> <li>- Release of funds in according to contract plan.</li> <li>- Availability of contract plan to school Administration.</li> <li>- Accountability need to given to school and BOG members</li> <li>- Good Relationship with community or co-existing with locals.</li> <li>- Awareness greaction.</li> </ul> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                     |
| Sign.                                       |                                                                                                                                                                                                                                                                                                                       |

## MINISTRY OF EDUCATION AND SPORTS

## UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

## List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30 Nov 2023                                                                                                                                                                                                                                                             |
| Name                                        | LUGUYA RICHARD                                                                                                                                                                                                                                                          |
| Title                                       | Ag HEADTEACHER                                                                                                                                                                                                                                                          |
| Station/College                             | INDE TECHNICAL School                                                                                                                                                                                                                                                   |
| Concerns/Issues/Views/opinions/expectations | <p>Materials which can be supplied by the community, let it be. When the community receive money, in the process they own the projects. Let us think how to bring the community on board during implementation process. Thanks for the stake holders meeting today.</p> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                                                                                                    |
| Sign.                                       |                                                                                                                                                                                      |

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30/11/2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Name                                        | ALUONZI GODFREY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Title                                       | Outgoing Board chairman / District Engineer<br>Madi Okello<br>(ALUONZI GODFREY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Station/College                             | WBE Technical School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"> <li>- Well fenced School, preferably in concrete blocks &amp; of columns</li> <li>- Results for the school will improve greatly</li> <li>- Job Creation that capacity building / improvement</li> <li>- Security</li> <li>- Speed of working is a challenge since this is a</li> <li>- Materials are a challenge since this is a</li> <li>- low lying area and is collapsible.</li> <li>- Because of this the designs are done differently</li> <li>- but expensively</li> <li>- Cases of sexual relationships &amp; how they need to be handled</li> </ul> |
| Tel: Contact                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Sign.                                       | Aluonzi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- \* Job creation ~~for~~ for the local people
- \* Stayed structured with heat control facilities, provide for all interest groups - gender, disability, age brackets etc. + electricity, backup
- \* Timely payment of workers & for materials if procured locally
- \* Full greening of the whole school area
- \* Leave space for practicals/hands-on experience

Annex 2: Stakeholder Consultation Form

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30/11/2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Name                                        | Mr. TIOO - FRANKIE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Title                                       | CAO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Station/College                             | INDUSTRY TECHNICAL SCHOOL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"> <li>- locals be employed.</li> <li>- local materials that can be bought/replace locally and get the quality be bought.</li> <li>- All activities planned/Budget should be controlled.</li> <li>- Project be implemented within the period agreed on.</li> <li>- The Project Staff should not be the Supervising Repatriation, Community Based Services, Environmental &amp; Health. The Project should be doing Backstopping.</li> <li>- Redress Committee be on Ground.</li> </ul> |
| Tel: Contact                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Sign.                                       | TIOO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Annex 2: Stakeholder Consultation Form

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

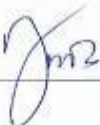
List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 30/11/2022                                                                                                                                                                                                                                                                                                                                                                                                           |
| Name                                        | VULIMA ALIAMA MICHAEL (                                                                                                                                                                                                                                                                                                                                                                                              |
| Title                                       | OLD BOY REPRESENTATIVE                                                                                                                                                                                                                                                                                                                                                                                               |
| Station/College                             | INDE TECH. SCHOOL                                                                                                                                                                                                                                                                                                                                                                                                    |
| Concerns/Issues/Views/opinions/expectations | <ul style="list-style-type: none"> <li>- Need for transport</li> <li>- Expect DESIGN based on soil texture.</li> <li>- The District engineer must involved fully in the supervision of the project right from the start</li> <li>- The Contractors Payments be made on time at every stage of the project</li> <li>- Expect Carpenter and Mechanical equipment be supplied like to any other institution.</li> </ul> |
| Tel: Contact                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Sign.                                       |                                                                                                                                                                                                                                                                                                                                   |

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                            |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 01.12.2022                                                                                                                                                                                 |
| Name                                        | BWAMBALIE M. JACKSON                                                                                                                                                                       |
| Title                                       | SENIOR INSTRUCTOR                                                                                                                                                                          |
| Station/College                             | OMUGO TECHNICAL SCHOOL                                                                                                                                                                     |
| Concerns/Issues/Views/opinions/expectations | <p>- I think after this appraisal meeting world bank staff takes what we have discussed to be implemented.</p> <p>- After the implementation the life of the learners will be changed.</p> |
| Tel: Contact                                | <input type="text"/>                                                                                                                                                                       |
| Sign.                                       |                                                                                                         |

Annex 2: Stakeholder Consultation Form

MINISTRY OF EDUCATION AND SPORTS

UGANDA SKILLS DEVELOPMENT IN REFUGEE AND HOST COMMUNITIES

List of Persons Consulted: USDRH Environmental and Social Screening

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                        | 10/DEC/2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Name                                        | EDUMA MILLIAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Title                                       | STUDENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Station/College                             | OMUGO TECHNICAL SCHOOL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Concerns/Issues/Views/opinions/expectations | <p>I would like thank the world bank, and Government and other implementing partners for the project that they are going to grant to Omugo Technical School.</p> <p>But we have so many challenges in the due course of our studies in the school. I would be grateful if the implementing partners takes them into consideration.</p> <p>The following are some areas if possible should taken in to <del>consider</del> consideration:</p> <ul style="list-style-type: none"> <li>- construction of work shops, latrines, sick beds, dormitories and fencing the school and also tools and material.</li> </ul> |
| Tel: Contact                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Sign.                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### APPENDIX 04: GRIEVANCE RECEIPT FORM

|                                                                 |  |                       |  |
|-----------------------------------------------------------------|--|-----------------------|--|
| <b>Grievance Form</b>                                           |  |                       |  |
| <b>Reference:</b>                                               |  | <b>Date Received:</b> |  |
| <b>Complainant /site details</b>                                |  |                       |  |
| <b>Name (or withhold name if you wish to be anonymous):</b>     |  |                       |  |
| <b>Address:</b>                                                 |  |                       |  |
|                                                                 |  |                       |  |
| <b>Telephone / other contact details:</b>                       |  |                       |  |
| <b>Details of complaint:</b>                                    |  |                       |  |
|                                                                 |  |                       |  |
| <b>Form completed by:</b>                                       |  |                       |  |
| <b>Name:</b>                                                    |  | <b>Position:</b>      |  |
| <b>Location /Organisation:</b>                                  |  |                       |  |
| <b>Actions required and details of complaint passed to:</b>     |  |                       |  |
| <b>Name:</b>                                                    |  |                       |  |
| <b>Position:</b>                                                |  |                       |  |
| <b>Sub-project/Department/Organisation:</b>                     |  |                       |  |
| <b>Project/site:</b>                                            |  |                       |  |
| <b>Date:</b>                                                    |  |                       |  |
| <b>Resolution and notification of completion to be sent on:</b> |  |                       |  |
|                                                                 |  |                       |  |

## APPENDIX 06: GRIEVANCE ACKNOWLEDGEMENT FORM

Grievance Acknowledgement Template (use if formal reply needed, otherwise telephone)

Claimant Address Date:

Reference:

Dear Claimant  
(name):

I refer to [*correspondence / meeting*] on [*date, month*]. We understand that you wish to lodge a complaint associated with the USDRH Project in relation to [*subject of grievance*].

We will attempt to contact you within 14 days of the date of this letter in order to discuss your concerns and to decide up an appropriate course of action should this be appropriate. This will be without prejudice to your statutory rights.

Sincerely  
yours,

Social Safeguards Specialist/Officer [*or other respondent*] USDRH

## APPENDIX 07: CLOSE OUT RECORD FOR GRIEVANCE

| Close-out Records (where legal record required) |                                             |                                         |
|-------------------------------------------------|---------------------------------------------|-----------------------------------------|
| Reference Details:                              |                                             |                                         |
| Grievance Reference Number:                     | Safeguards Specialist/Officer:              |                                         |
| Summary of Grievance:                           |                                             |                                         |
|                                                 |                                             |                                         |
| Steps Identified for Corrective Action:         |                                             | Due Date:                               |
| 1                                               |                                             |                                         |
| 2                                               |                                             |                                         |
| 3                                               |                                             |                                         |
| 4                                               |                                             |                                         |
| 5                                               |                                             |                                         |
| 6                                               |                                             |                                         |
| Resolution Actions and Close-out:               |                                             |                                         |
| Notes:                                          |                                             |                                         |
| Complainant (Title-Name-Signature)              | USDRH Representative (Title-Name-Signature) | Official Witness (Title-Name-Signature) |
|                                                 |                                             |                                         |
| Date:                                           |                                             |                                         |

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<sup>i</sup> OPM and UNHCR: Uganda Refugee Statistics, August 2022: <https://unhcr.org/6335f8da15>

<sup>ii</sup> <https://www.unhcr.org/refugee-statistics/>

<sup>iii</sup> Adjumani, Isingiro, Kampala, Kamwenge, Kikuube, Kiryandongo, Koboko, Kyegegwa, Lamwo, Madi Okollo & Terego, Obongi and Yumbe

<sup>iv</sup> UNHCR et al. (2020). Analysis of refugee vulnerabilities in Uganda.

<sup>v</sup> World Bank. 2019. Informing the Refugee Policy Response in Uganda. Results from the Uganda Refugee and Host Communities. 2018 Household Survey.

<sup>vi</sup> As of March 2021, there were 29 Vocational Training Institutes (VTIs) located in RHDs, with two districts not having any vocational/technical schools. Only 1,820 refugees and 2,091 nationals were enrolled in TVET in the refugee-hosting sub-counties, which translates to 0.4% and 0.8% of the 13–24-year-old target population of the refugees and the nationals.