Nagaland Enhancing Classroom Teaching and Resources (NECTAR)

STAKEHOLDER ENGAGEMENT PLAN
DRAFT DOCUMENT TO SEEK COMMENTS AND FEEDBACK

October 1, 2020

(Final Version)

DRAFT for DISCUSSION

Department of School Education
Government of Nagaland

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Abbreviations

ANPSA	All Nagaland Private Schools' Association
CAN	Community Avenue Network
CEDOK	Commission for Education Diocese of Kohima
CERC	Contingent Emergency Response Component
CWSN	Children with Special Needs
DEEA	Designing of Education Enterprise Architecture
DEOs	District Education Officers
DIET	District Institute for Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DoSE	Directorate of School Education
DSE	Department of School Education
EMIS	Education Management Information Systems
EMRS	*Eklavya* Model Residential Schools
ESCP	Environmental and Social Commitment Plan
ESF	Environment and Social Framework
ESMF	Environmental and Social Management Framework
ESS	Environment and Social Standard
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
GRS	World Bank's Grievance Redress Services
HSLC	Higher Secondary Leaving Certificate
HSSLC	Higher Secondary School Leaving Certificate
IA	Implementation Arrangements
ICT	Information and Communication Technology
IT	Information Technology
LMP	Labour Management Procedures
M&E	Monitoring and Evaluation
MIS	Management Information System
MSK	*Mahila* Shakti Kendra
NBSE	Nagaland Board of School Education
NECTAR	Nagaland: Enhancing Classroom Teaching And Learning Resources
NER	Net Enrolment Rate
OIPs	Other Interested Parties

PAPs	Project Affected Parties
PD	Professional Development
PMC	Project Management Consultancy
PMU	Project Management Unit
PSC	Project Steering Committee
REOI	Requests for expression of interest
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Free and Compulsory Education Act
SCERT	State Council of Educational Research and Training
SDEOs	Sub-divisional Education Officers
SH	Sexual Harassment
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SEQI	School Education Quality Index
SIEMAT	State Institute of Education Management and Training
SMC	School Management Committees
SMDC	School Management and Development Committee
SRCW	State Resource Centre for Women
SRGBV	School-related Gender-based Violence
STEM	Science, Technology, Engineering and Mathematics
SS	Samagra Shiksha
SSA	*Samagra* Shiksha Abhiyan
SSSM	*Samagra* Shiksha State Mission
TA	Technical Assistance
TET	Teacher Eligibility Tests
TLM	Teaching-Learning Materials
ToT	Trainer of Teacher
VAC	Violence Against Children
VDB	Village Development Board

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1. Introduction

1.1. Project Background

The government school education system in Nagaland is characterized by low (and declining) learning outcomes, large intra-state disparities, and low service delivery capability at most levels. Poor enrolment, retention, and transition, and high dropout rates are due, in part, to a limited number of composite schools (covering pre-primary to higher secondary grades) with affordable student housing; poorly equipped schools (including a widespread lack of libraries, science labs, and equipment); the lack of systematic efforts to map and attract out-of-school children; and parental concerns about the quality of teaching (especially in government schools). Additionally, many government schools are in rural areas where students are more likely to be first-generation learners with limited home support for learning. It is also characterized by systemic weaknesses in teaching quality and teacher workforce management, including a lack of reliable data on teachers, especially their classroom presence and performance. The COVID-19 pandemic has created additional stress and disruptions to the state's school education system.

1.2. Objective and Components of the Project

The Nagaland: Enhancing Classroom Teaching and Learning Resources (NECTAR) project envisions an enhancement in the governance of schools across the state and improving teaching practices and learning environments in selected school complexes.

Based on a review of the key challenges and government priorities in the education sector, including those emerging due to the COVID-19 pandemic, three project components are proposed.

The first component (Component 1: Improving System and School Management) will support some of Govt. of Nagaland's (GoN) short- and medium-term response and recovery needs due to the COVID-19 pandemic and focus on building an improved and more resilient education system for the future. It will enhance the capabilities of the state's education system for quality service delivery and responsiveness by supporting capacity development and system strengthening at various levels, establishing outcomes-based information systems, and enhancing technology-enabled platforms to support teaching and learning.

The second component (Component 2: Enhancing the Teaching and Learning Environment) will support the preparation of a strategic quality improvement roadmap for all schools in Nagaland, as well as demonstrations of how to improve the teaching and learning environment in a limited set of school complexes. This component is aligned with the GoN's strategic focus on school-centric reforms as well as the NEP's vision for efficient resourcing and effective governance through school complexes/clusters.

The project will also have a technical assistance component (Component 3: Technical Assistance) that will help the GoN procure/establish and manage services and implement a communication strategy that can help the reform agenda moving forward. A zero-fund Contingent Emergency Response Component (CERC) is also housed within this component. While this disaster recovery component could be triggered for any eventual emergencies associated with natural and public health disasters that affect the school education system,

the GoN intends to trigger this for the COVID-19 pandemic in case the school closures and associated disruptions continue beyond the current academic calendar.

More details on the activities to be covered under these three components are provided below:

Component 1: Improving System and School Management

In order to build service delivery capacity at the policy maker/enabler level, this component will enhance monitoring and evaluation processes and systems, and the ability of education functionaries to effectively utilize them. The financing will be directed towards the strengthening of Nagaland's EMIS, enabling wider access to education resources, supporting professional development and performance evaluation systems for teachers and education managers, facilitating school leadership and management, and supporting examination reforms. The activities also integrate some of the Govt. of Nagaland's (GoN) short and medium-term response and recovery needs due to the COVID-19 pandemic.

The proposed activities are also expected to influence the accountability mechanisms and incentives for various actors. For example, generating actionable client-centred metrics on service delivery performance from the EMIS and disseminating this information can empower and enhance the 'voice' of the client (parents/SMCs/SMDCs). Similarly, implementing strategies for merit-based recruitment, deployment, and redeployment of teachers as part of career management policies can enhance incentives at the service provider level. Finally, clarifying the roles and responsibilities of district and sub-district level functionaries can enhance incentives at the policy maker/enabler level. The below sub-components describe the GoN's planned interventions to improve system and school management in a post-pandemic world. The GoN also intends to sustain these reforms by developing a state education policy, which will serve as an enabling tool and is expected to be in place by the end of the project period.

Sub-Component 1.1: Strengthening Education Management Information Systems (EMIS)

An EMIS is essential for governments to be able to develop and monitor policies and programs that proactively respond to changing contexts. It is especially important in enabling quick and efficient responses to unpredictable crises, such as the COVID-19 pandemic and climate related disasters, to minimize disruptions to the teaching and learning process. While a robust and comprehensive EMIS that integrates all educational and administrative data is majorly latent in Nagaland, there is recognition of the importance of, and support for enhancements to, data management within the GoN. The project will finance activities to set up and support the operating costs of an inter-agency commission responsible for diagnosis and mapping of the existing EMIS and business & information architecture, as well as for Designing of Education Enterprise Architecture (DEEA). The sub-component will specifically identify use cases as part of DEEA (e.g. monitoring of teacher performance or tracking and managing teacher's attendance). It will finance the expansion, improvement, adaptation or development of the technological infrastructure, systems, and processes as needed. External support to reinforce the technical capacities, support the quality of the work, and ensure the coherence of the strategy is also expected.

Sub-Component 1.2: Strengthening Digital Platforms on Learning and Teaching

The strategic integration of digital technologies will serve a double purpose: on the one hand, ICT will be used to facilitate innovation in education and qualitative improvement in teaching and learning; on the other, ICT will be deployed and integrated to help equalize opportunities for learning and provision of additional support to those (teachers and learners) who might be in a disadvantaged position. This sub-component will also help mitigate global challenges (COVID-19 or climate change-related disruptions) while offering alternatives to conventional delivery models of school education. The sub-component comprises three complementary dimensions: enabling infrastructure, enhancement of human capacity, and regular monitoring.

a) **Enabling infrastructure:** One of the most common global responses to the COVID-19 crisis in the education sector has been the use of remote or distance learning solutions and e-learning strategies. Nagaland is not yet ready to provide equitable distance learning through the internet. As of November 2019, internet users in India's NER comprised slightly more than one-third of the population, with the bulk of internet traffic routed via mobile data packages. Maintaining equitable access to learning resources is important to reduce expected learning gaps associated with income, gender, and the disability profile of students. In the short term, a combination of technologies will be utilized; in the medium- and long-term, further resources will need to be devoted to accelerating digital development in the state. This component will finance some of the basic infrastructure (electricity, network, hardware and software) as well as maintenance and service plans. Existing digital platforms such as DIKSHA will be strengthened to improve content access, and usage of educational resources.

b) **Enhancement of human capacity:** The project will provide support for a multi-year plan to enhance school-level capacity to effectively access and use digital teaching and learning resources. The plan will prioritize regular technical assistance (e.g. piloting, providing guidance, adapting and testing the integration of both existing and new tools in the schools). It also will take into consideration current capacity and resource levels at the school level and will be tailored to the needs of Nagaland (e.g. school/cluster-based training for teachers).

c) **Regular monitoring:** The project will support a comprehensive monitoring strategy to track and provide regular reporting on the levels of deployment and effective use of ICT in education. This periodic monitoring will help to identify challenges and transformative practices that can be replicated. Regular evaluation of the existing conditions will be critical for effective integration and support of ICT use in classrooms. A consolidated monitoring capacity will also position GoN to adapt and respond to climate change or any other future outbreak.

Sub-Component 1.3: Strengthening Governance and Building Capacity of Service Providers

Strengthening Governance and Professional Development Systems for Teachers: The project will contribute to improving governance of the teaching force by reviewing, revising, or drafting, as necessary, the relevant state policies, tools, and standards.

Supporting school leadership and management: This activity will support the adaptation of

standard frameworks and curricula for school leadership development, such as the School Leadership Development Program created by the National Institute for Education Planning and Administration (NIEPA) for Nagaland, and the training of a cadre of resource persons (master trainers). This activity will also support the enhancement of the State Institute of Education Management and Training [SIEMAT] (currently functioning under the aegis of the SCERT) to provide in-service capacity building support to head teachers and school principals, as well as develop assessment tools for school leadership, planning, and administration for improved performance management of school leaders. Specific modules will be designed to enable the interactions of school management with the parents of adolescent girls, garnering the required community support towards their continued education, exposure to STEM courses, and seamless transition to higher education and the world of work. The activity will include support for design and implementation of social audit templates, including safety audit tools to strengthen preventive approaches towards mitigation of school-related gender-based violence (SRGBV). A proposed innovation includes performance incentive grants to schools. This will involve providing financial support to schools that meet preconditions reflecting a minimum level of capacity and interest, including having an action plan for improving education outcomes with agreed targets. The grants will support the implementation of School Development Plans (SDPs) and/or School Complex Development Plans (SCDPs). The activities that could be supported will reflect local needs and may include small infrastructure works (such as repairs), after-school remedial education activities, sports promotion, etc. SMCs/SMDCs will be incentivized and provided with the necessary training to develop proposals that meet the learning needs of adolescent boys and girls.

Building the capacity of district and sub-district education managers: The project will contribute to strengthening the effectiveness of middle management, comprising district and sub-district education personnel, in order to enable the implementation of governance reforms. This activity involves support for review, revision and/or drafting of competency standards, guidelines, and state policy for recruitment, training, performance evaluation, incentives, and sanctions; and strengthening the tools used by middle managers to reduce time spent on administrative tasks. The competency standards will include knowledge-building on the gender-differentiated needs of female and male students as well as monitoring of SRGBV issues in collaboration with SMCs and SMDCs.

Sub-Component 1.4: Strengthening School Leaving Certificate Examinations

With the NEP giving prominence to conceptual rather than rote learning, the prevailing system of examinations in Nagaland – the Class 10 High School Leaving Certificate (HSLC) and the Class 12 Higher Secondary School Leaving Certificate (HSSLC) – will need to be updated to reflect these paradigm shifts. Given the high-stakes nature of these examinations and their strong signalling power, it is essential that they support and reinforce the planned changes to Nagaland's education system. The updates will be gradual and in two overlapping phases. The work will be led by the NBSE, given that the HSLC and HSSLC examinations are within its purview, and given its strong commitment to making the necessary reforms, with additional support from an external consulting firm with relevant expertise.

Component 2: Enhancing the Teaching and Learning Environment

The project will support the development of an overall state strategy for reforming and improving the learning environment in schools across the state so that they are child-centred and supportive of modern teaching and learning approaches. The strategy will enable the state to make school environments safer and more conducive to improved teaching and learning. "Learning environment" refers to the locations (not just classrooms) and contexts in which students learn within the school premises. It considers the entire school and its physical and non-physical characteristics to be determinants of student and teacher productivity and wellbeing. The strategy will be based on consensus-building between education professionals, communities, students, and parents regarding the optimal learning environment for schools in Nagaland.

As part of the strategy, a subset of higher secondary schools will be identified to be developed into school complexes that operationalize the envisioned ideal learning environment during the lifetime of the NECTAR project. The selection of this subset of schools will be based on the criteria defined in the strategy, and will likely include enrolment levels, teaching and learning profiles, and potential for outreach to other schools in the complex. A comprehensive school-level reform package will be implemented in these school complexes as described in the sub-components below. The GoN expects that this component will develop the right approaches for creating and sustaining high-performing school complexes within the diverse socio-economic fabric of Nagaland – rather than reproducing one-size-fits-all blueprints. The state's strategy on school learning environments also has the potential to inform reforms in school rationalization and school complex formation across India – elements that have been emphasized in the NEP.

Sub-Component 2.1: Developing and implementing a strategy for enhancing the built environments of school complexes to foster learning

This sub-component will support the development of a comprehensive strategy on school learning environment reforms in Nagaland, selection of school complexes, and implementation of the improvement package in selected school complexes. The school complexes will cover pre-primary through to senior secondary levels. The project will finance rehabilitation and expansion (when needed) of existing school infrastructure in the selected sites in order to provide safe infrastructure (earthquake, fire, landslide, and flood resistant), essential facilities (water, sanitation, electricity), multifunctional spaces, transformable classrooms, STEM laboratory clusters, library spaces, and breakout spaces for student learning and interaction. The GoN wants these school complexes to become centres of excellence that inspire broader transformation across the state. The strategy will introduce clear selection criteria to ensure equity and transferability of the best models to the mainstream practices of Nagaland education. The rehabilitation will also involve equipping schools with better learning equipment, teaching and learning materials, internet connectivity, and educational ICT. To foster greater autonomy and accountability in school management, this sub-component will support participatory approaches to planning and designing the schools' physical environment involving students, teachers, parents, and the community. The school complexes will, therefore, become more accommodating of diverse teaching and learning needs as well as the needs of the community.

Some of the key activities will include: development of a strategy and action plan for implementation of school learning environment reforms in Nagaland that covers alignment of the school learning environment with improved teaching and learning approaches, disaster risk mitigation (pandemic protection, seismic and structural integrity of the buildings, safe building materials), and resource efficiency (renewable energy, water and energy efficiency); development of design guidelines for school buildings (including the use of participatory processes), school equipment (including furniture) for diverse learning, science laboratories; creation of school complexes for resource sharing; capacity building of Nagaland school architects and builders; development and delivery of a teacher training program on using the enhanced learning environments for teaching and learning; evaluation of the impact of the new learning environments on user satisfaction and learning outcomes. The designs will also include climate friendly practices, including guidance around implementation of the Guidelines on School Safety Policy (February 2016) prepared by the National Disaster Management Authority (NDMA) and the National Building Code, as well as preparation of these spaces to serve multiple roles in the event of an extreme climatic event.

Sub-Component 2.2: Strengthening Teaching – Learning Systems

This sub-component will finance investments in strengthening pedagogies in school complexes – including a specific focus on math and science and CWSN. This sub-component derives inspiration from the NEP's emphasis on STEM, learner centeredness, and opportunities for CWSN. The activities to be supported under this sub-component are described below.

Building cost-effective pedagogies for enhanced learning outcomes: This activity will identify a portfolio of cost-effective pedagogies to improve the performance of students (e.g. blended models, project-based learning, metacognitive student training, remote teaching, etc.). It also will create a toolkit of digital solutions in the following areas: content delivery, blended learning (learn from home or to enable learning recovery after school), teacher training (including on pedagogies, subject content, and teaching learning materials (TLM)), and online assessment (to track the progress of learners as well as to identify the impact of teachers on learner outcomes).

Piloting technology pathways to inclusive education: One of the principles of the NEP is to use equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system. In response, to strengthen the provision of teaching and learning materials for specific vulnerable and disadvantaged groups (such as CWSN, adolescent girls, first-generation school-goers, migrant students, and students from below-poverty line households), the project will support a pilot on the use of assistive technology for these specific sub-group/s. In the context of COVID-19 and emerging gender disparities in access to digital learning mediums, this sub-component will support the creation of shared learning spaces with digital infrastructure facilities in select school complexes.

Sub-Component 2.3: Strengthening Continuous Professional Development of Teachers:

The project will demonstrate the application of the strengthened teacher professional development program in selected school complexes and enable these schools to serve as hubs for innovations in teaching and learning, with the ultimate goal of disseminating best practices and innovations to teachers in other schools in the vicinity. Teachers in selected school complexes would be supported with: better curriculum and teaching and learning materials; self-assessments and in-class observations of instructional practice; ongoing coaching and personalized professional development through in-school, online, and center-based approaches; in-school peer-to-peer collaboration, for example, through Professional Learning Communities; and incentives for innovative teachers who play the role of change agents.

Sub-Component 2.4: Enhancing Community Ownership and Accountability for Improved School Management

This sub-component will support the identification of optimal community engagement models for the development and management of selected school complexes by strengthening the capacity and engagement of SMDCs. First, this sub-component will develop edutainment modules to inform SMC/SMDCs and communities about the Communitization Act and the envisaged role of education committees in school operations. Second, it will inform school management processes through supporting the development of SOPs/guidelines that streamline the interplay of SMCs/SMDCs with the district administration and last mile service delivery agents. Third, the sub-component will offer course corrective measures, including trainings on financial, construction, and procurement aspects of school management, and technical support to improve parental representation. Fourth, this sub-component will support a sub-set of SMDCs associated with higher secondary schools to build their capacity to facilitate adolescent students' seamless transition to higher education and/or the world of work. Fifth, to mitigate the impacts of COVID-19 on education service delivery, the project will invest in building the capacity of communities, especially parents, to manage shared learning spaces with digital learning elements.

Component 3 - Technical Assistance (TA)

This component will finance ongoing monitoring, impact evaluation, and third-party assessments of project activities and outcomes, and support enabling activities such as communication and capacity building of state level institutions for effective and efficient resourcing, implementation, and sustainability of the project. Three specific activity areas that this component will support are described below.

Sub-Component 3.1: Project Implementation Support

The objective of this component is to strengthen the capacity of the Project Management Unit (PMU) for project implementation, planning and policy development. Areas to be supported include (i) project implementation support through recruitment of technical staff and consultant(s); (ii) incremental costs associated with project implementation; (iii) facilitation of policy and strategy development; (iv) documenting and disseminating best

practices; (v) piloting innovative interventions; and (vi) M&E activities including impact evaluations, tracer studies, qualitative assessments, third party validation, and studies to facilitate improved project design.

Sub-Component 3.2: Communication Strategy

To enhance the engagement of the people of Nagaland with the school education system in general and the proposed interventions in particular, the project will finance development and implementation of a communication strategy and road map that will serve several purposes. It will lead the "positioning" and reputation management of the NECTAR project in the emotionally charged and politically sensitive subject of education. It will build on the Stakeholder Engagement Plan (SEP) to expand its reach virtually to all stakeholders across the State, as mandated in World Bank guidelines under ESS10. And it will help PAPs and OIPs experience some of the proposed reforms virtually, before they are implemented on the ground, thereby promoting equitable access in the rollout period. Under these three broad heads, the communication strategy will provide opportunities for program/reform administrators to connect with key stakeholders; give people a platform to voice concerns; enable administrators and citizens to find common ground; keep audiences and stakeholders invested and create co-owners and ambassadors for reforms; help manage stakeholder and community expectations; and, will enable sharing of key project information and support transparency. The communication strategy will focus on communicating the socio-economic value of the project, prioritizing problems with the existing education system as articulated by the stakeholders, and, identifying solutions involving views and contributions from all stakeholders. The road map involves creating platforms for two-way communication using digital technology, social media engagement, traditional media engagement, round tables and discussion forums, influencer marketing, political advocacy, community advocacy, and parent involvement programs.

Sub-Component 3.3: Contingent Emergency Response Component (CERC)

The objective of this zero-fund component is to support the GoN in eventual emergencies associated with natural and public health disasters that affect the school education system. This disaster recovery contingency component could be triggered following the declaration of a disaster or emergency. When triggered, funds may be reallocated from other components to facilitate the rapid financing of goods and services under streamlined procurement and disbursement procedures. Eligible activities may include emergency relief, recovery and rehabilitation works, supply of critical equipment, or any other critical inputs to ensure health, safety and provision of services relevant to the school education system. This component therefore directly enhances the resilience of the school education system to disasters including earthquakes, landslides, cyclonic storms, floods and epidemic outbreaks.

1.3. Purpose of the Stakeholder Engagement Plan (SEP)

The overall objective of this Stakeholder Engagement Plan is to define a strategy for stakeholder engagement, including public information disclosure and consultation, throughout the preparation and implementation of the proposed project. The SEP outlines

ways to identify potential different stakeholders, to develop an approach for reaching each of the sub-groups, to create a mechanism by which Project Affected Parties (PAPs) and Other Interested Parties (OIPs) can raise concerns, provide feedback, or make complaints, and to minimize and mitigate environmental and social risks related to the proposed project.

Overall, the Stakeholder Engagement Plan for NECTAR serves the following purposes:

i) stakeholder identification and analysis;

ii) planning of engagement modalities, effective communication tools for consultations and disclosure;

iii) enabling platforms for influencing decisions;

iv) defining role and responsibilities of different actors in implementing the plan; and

v) Grievance Redress Mechanism (GRM).

1.4. Scope and Structure of the Stakeholder Engagement Plan

The scope of the SEP shall be as outlined in the World Bank's Environmental and Social Framework (ESF), particularly, Environment and Social Standard (ESS)10[1]. The engagement will be planned as an integral part of the project's environmental and social assessment and project design and implementation. This document has seven (7) chapters.

The first (this) chapter serves as an introduction and provides information on project background, proposed components, purpose of SEP and its scope & structure. Chapter 2 lists the regulatory framework of the education sector in India and Nagaland which provides legitimacy for SEP. A summary of the consultations held so far is presented in Chapter 3. Stakeholder Identification, Mapping and Analysis, Impact assessment is elaborated in Chapter 4. The SEP is presented in the Chapter 5 while implementation arrangements for executing the SEP are presented in Chapter 6. GRM and Monitoring, documentation and reporting are presented in Chapter 7, which is the last chapter of this report.

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[1] Environmental and Social Framework, The World Bank (https://www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards#ess10)

2. Regulatory Framework

2.1. The World Bank's Environmental and Social Standard on Stakeholder Engagement

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

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

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

- Borrowers will engage in meaningful consultations with all stakeholders. Borrowers will provide stakeholders with timely, relevant, understandable, and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination, and intimidation.

- The process of stakeholder engagement will involve the following, as set out in further detail in the ESS: (i) stakeholder identification and analysis; (ii) planning how the engagement with stakeholders will take place; (iii) disclosure of information; (iv) consultation with stakeholders; (v) addressing and responding to grievances; and (vi) reporting to stakeholders.

- The Borrower will maintain and disclose as part of the environmental and social assessment, a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received and a brief explanation of how the feedback was taken into account, or the reasons why it was not.

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

2.2. Disclosure of Information

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

The final draft of the Environmental and Social Management Framework (ESMF) and SEP will be disclosed on the project website and shared with all DEOs, SDEOs, School Principals/Headmasters as well as with the SMC and SMDC members. The documents will be disclosed in English and Nagamese and will be publicly accessible throughout the project implementation period.

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

Other disclosures include Environmental Social Management Plans (ESMPs) of individual sub-projects, minutes of meeting of the Programme Management Unit (MU) and review meetings at district and block levels etc. Project information and updates will be communicated to PAP and other affected parties through websites, newsletters as well as platforms inviting two-way communication and active participation such as Round tables and discussion forums with teachers, SMCs, Students and relevant government departments, community advocacy and Parent Involvement Programs etc. on a routine basis.

Annual audit reports and project financial statements will be disclosed by the Project Management Unit (PMU) on the website of the Department of School Education (DSE), State Council of Educational Research and Training (SCERT), and Nagaland Board of School Education (NBSE), as well as on the NECTAR Project website.

Furthermore, the project shall comply with the disclosure requirements stipulated in the World Bank's Procurement Guidelines and Consultant Guidelines, January 2011 and updated in 2016. Accordingly, the following documents shall be disclosed on the project's website:

- Procurement Plan and all subsequent updates

- Invitations for bids for goods, works, and non-consulting services

- Requests for expression of interest (REOIs) for selection/hiring of consulting services

- Short list of consultants

- Contract awards

- Lists of contracts following direct contracting or through any other route on a quarterly basis; and

- Action-taken reports on complaints received on a quarterly basis

The following details shall be published by the PMU through Client Connection or sent to the World Bank for publishing on their behalf on the World Bank's external website and United Nations Development Business online:

- General Procurement Notice

- REOIs for consulting services estimated to cost more than US$300,000

- Contract award details of all consulting services, with estimated cost of more than US$300,000. The project shall also publish on its website any information required under the provisions of disclosure, as specified by the Right to Information Act of India

According to ESS10, the Borrower should also propose and implement a grievance mechanism to receive and facilitate the resolution of concerns and grievances of project-affected parties related to the environmental and social performance of the project in a timely manner (World Bank, 2017: 100).

For more details on the World Bank ESS, please follow https://www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards

3. Summary of Stakeholder Engagement Activities

3.1. Key Stakeholder Meetings and Consultations during Project Preparation

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

- Formal and informal communication with government agencies at the state, district and sub-district-levels
- Formal and informal communication with civil society organizations
- Meetings/Focus Group Discussions (FGDs) with potential beneficiaries as a part of the Identification mission

The Department of School Education (DSE), GoN had conducted consultative meetings with DSE staff/officials, SCERT, NBSE, Sarva Shiksha Abhiyan (SSA) and heads of schools across districts of Nagaland beginning in November 2019. Details about the consultations held with stakeholders of the program are presented below. The objective of these meeting was to discuss the key issues and concerns faced in the school education system in Nagaland.

For the preparation of SEP and other ESF instruments, consultations were carried out virtually (on account of COVID related restrictions and access issues) in August 2020.

Table 1: Stakeholder Consultations during Project Preparation

Location	Date	Participants	Key Points/Concerns Raised
DSE, Kohima	October 28 - November 7, 2019	Senior officials of the DSE	- Consistently low levels of learning, especially in math and science. - Lack of foundational learning in early grades. - Lack of subject teachers, science laboratories, and science stream at the secondary school level. - The transition from elementary to secondary and higher secondary grades often requires students to shift schools; travel long distances; look for rental accommodations in a different village center/town. - Lack of authenticity in teacher positions – 'hiring proxy-teachers'. - Lack of transparency in teacher recruitment. - Need for creating a more conducive working environment of teachers and increasing their professionalism. - Lack of proper water connectivity and adequate toilet facilities in schools. - Lack of funds for structural up-gradation of schools for laboratories, etc. - Lack of staff training for environmental operation and maintenance of schools.

Location	Date	Participants	Key Points/Concerns Raised
SCERT, Kohima	October 28-November 7, 2019	Senior Officials of SCERT	▪ Systematic weaknesses in teacher workforce management. ▪ Lack of reliable data on the characteristics of the teaching workforce, especially regarding their classroom presence and performance. ▪ Lack of authenticity in teacher positions – 'proxy teaching'. ▪ Ad-hoc and dubious nature of teacher recruitments. ▪ Teacher Eligibility Tests (TET) not in use in the state for teacher recruitment. ▪ Lack of policies on teacher re-deployment and career management. ▪ Concentration of teachers in urban areas and specific subjects. ▪ Lack of accountability systems to reliably register teacher presence/absence, detect teacher proxies, and follow up with measures/sanctions for such faulty actions. ▪ PD of teachers is only dependent on ad-hoc interventions of SCERT. ▪ Lack of robust, periodic, and consistent information on teacher performance and PD needs. ▪ Lack of pre and post-assessment of teacher knowledge under in-service training programs.
NBSE	October 28 - November 7, 2019	Senior Officials of NBSE	▪ Adverse performance in Std 10 and 12 because of poor quality classroom instruction. ▪ Adverse performance in Std 10 and 12 because of lack of infrastructures, such as science and computer laboratories and libraries. ▪ Low levels of teacher commitment in government schools. ▪ Levels of teacher accountability low in government schools. ▪ Inability to afford private schools by families and students in rural areas which offer better instruction and infrastructure. ▪ Need to improve SCERT curriculum and syllabus up to grade 8 in order to align curriculum and learning outcomes with National Council of Educational Research and Training (NCERT).
State Office of Samagra Shiksha (SS)	October 28 - November 7, 2019	Senior officials of Samagra Shiksha Abhiyan (SSA)	▪ The basic equipment in schools is insufficient. ▪ The quality of infrastructure in schools/classrooms does not seem to align with the guidelines set forth under SSA, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and more recently SS.

Location	Date	Participants	Key Points/Concerns Raised
			▪ Lack of capacity in the area of financial management and procurement. ▪ Fragmented institutional memory, lack of record on land ownership and land governance. ▪ Lack of productive engagement with administrative officials. ▪ Ad-hoc management of secondary/higher secondary schools. ▪ Low awareness/engagement on priority areas such as enrolment, dropouts, learning levels, etc.
Schools in Kohima, Peren, and Wokha	October 28 - November 7, 2019	Senior School Management officials of 18 schools across the three districts	▪ Lack of basic infrastructure, dilapidated buildings and inadequate toilet facilities. ▪ Traditional design and arrangement of spaces that may not be conducive to learning. ▪ ICT and Science labs that are not in a position to be used (abandoned/no materials, furniture, or equipment). ▪ No space for teachers to work and rest between class hours. ▪ Lack of libraries across all schools. ▪ Structural elements like seats/chairs are rusty and ill-maintained. ▪ Electricity is there but electrical lighting is a problem. ▪ Accessibility is promoted in blueprints of buildings but on the field, the ramps and rails are blocked or placed in a way that makes usage impossible. ▪ ICT equipment severely limited; one to four functioning devices per school. ▪ Internet and Wi-Fi connectivity were absent in all visited schools.
Virtual Consultation	May 2-15, 2020	Senior DSE and SCERT officials	▪ A need to enhance M&E systems for education functionaries. ▪ Strengthening EMIS is key to streamlining services. ▪ DEEA to support EMIS in Nagaland. ▪ A need to review the relevance and technical quality of the HSLC and HSSLC examinations. ▪ Creating and strengthening digital platforms for teaching and learning. ▪ Putting digital technologies like DIKSHA and EDUSAT to good use ▪ Strengthening Career Management and Performance Evaluation Systems for Teachers (including Principals and Headmasters).

Location	Date	Participants	Key Points/Concerns Raised
			▪ Drafting suitable teacher standards for recruitment and performance. ▪ Anchoring governance reforms through training DEOs/SDEOs. ▪ Enhancing School Leadership and Management. ▪ Training SMC and SMDC members for better service delivery. ▪ Strengthening curriculum and learning material for schools. ▪ Improved teaching and learning of Mathematics and Science. ▪ Enhanced community ownership and accountability in the interventions. ▪ TA required with respect to backdrop of COVID-19.
Virtual Consultation	June/July 2020	Block officials/ Trainer of Teachers (ToT)	▪ Block officials and teachers opined that SMC/SMDC members are illiterate, have limited interest in quality of education and are unable to understand various guidelines related to functioning of SMCs and their constitution. ▪ Strengthen efforts towards orientation and capacity building of SMC/SMDC members. ▪ Strengthen communication and guidance for SMC/SMDC members.
Virtual Consultation	June/July 2020	SMCs/SMDCs Members	▪ Some SMC/SMDC members have not received formal orientation. ▪ Inadequacy of structured orientation and capacity building efforts lead to lack of clarity about roles and responsibilities in SMC/SMDC members. ▪ Some SMC/SMDC members hold two positions such as teacher and secretary which has previously led to a situation of conflicting priorities. ▪ Sometimes SMC/SMDC members, especially political representatives, tend to dictate the workings of the school instead of supporting it. ▪ Inadequate and ineffective parental representation and participation, especially in Tuensang and Mon districts. ▪ The SMCs/SMDCs have been partially successful in overcoming the problem of teacher shortage by ensuring teacher retention and appointing local teachers to serve the purpose. ▪ SMC/SMDC members arrange for contractual teachers to overcome the problem of irregularity and absenteeism amongst teachers

Location	Date	Participants	Key Points/Concerns Raised
			▪ Lack of regular fund flows to SMCs/SMDCs for procurement of furniture and/or sustained infrastructural development of the schools.
			▪ Lack of clear incentives and engagement strategies to link block officials with SMC/SMDC members and ensure regular monitoring and aid in operations,
			▪ Effectiveness of the SMCs/SMDCs also depends on location i.e. a rural/urban area; schools with easier access to district headquarters tend to perform better.
			▪ Urgent and acute need for consistent and high-quality capacity building and training of SMC/SMDC members to implement the Communitisation Act.
			▪ Lack of formal reporting mechanism; reporting is ineffective and sporadic.
			▪ Fragmented institutional coherence at the district level between stakeholders (District Institute of Education and Training DIET)/DEOs/SMC/SMDC members).
			▪ Lack of fiscal incentive and voluntary nature of the SMC/SMDC member jobs adds to the lack of motivation.
			▪ Lack of formal system for registering grievances from SMC/SMDC members.
			▪ SMC/SMDC members reported that student performance is linked to the regular attendance of teachers and teaching quality.
Virtual Consultation	August 20, 2020	Neichute Duolo, Chief Executive Officer(CEO) & Coordinator, Entrepreneurship Associates Civil Society Organization (CSO), Nagaland	▪ The Communitisation Act has not been implemented properly and challenges with its implementation at the ground level persist.
			▪ Ghost and proxy teachers are a common problem.
			▪ Youth lack a clear direction and tend to have low motivation towards learning, leading to high dropout rates.
			▪ Higher education is expensive, farmers and non-govt. employees cannot get loans to send their children for higher education or provide sustained education.
			▪ There does not exist a significant gender bias or gender difference in overall employment outcomes amongst the youth.
			▪ Youth migrate and tend to participate in low-skilled jobs in the informal/semi-formal sector in other states across the country.

Location	Date	Participants	Key Points/Concerns Raised
			▪ Lack of engineering and medical education in the state pointing towards a clear need for STEM courses. ▪ Youth need to change their mindset to look inwards and create opportunities for themselves and others within the state.
Virtual Consultation	August 20, 2020	Ela, Prodigal Home & Childline India, Non-Governmental Organization (NGO), Nagaland	▪ While the Communitisation Act is useful to the community, the implementation of the act has been a problem. ▪ Lack of training, orientation, capacity building and awareness by government departments for the members. ▪ Lack of literacy, motivation, initiative, understanding, awareness and responsibility amongst community members to improve school performance or take up activities related to education. ▪ There is a gap between the government's plan and the SMC/SMDC members' interpretation. ▪ The varying degrees of performance of SMCs/ SMDCs is not because of distance but because of leadership. ▪ SMCs/SMDCs have not affected the educational outcomes as much as expected. ▪ Substance abuse and alcoholism is the most common issue faced by adolescents in Nagaland. The baggage of violence and conflict continues to impact intra-household dynamics and drive/ motivation amongst youth. ▪ Weak family systems, poor guidance by parents and non-conducive learning environments at home. ▪ Government schools do not operate regularly - teacher absenteeism is rampant. ▪ Adolescent boys not interested in pursuing career and education while amongst adolescent girls, there are incidences of Human Immunodeficiency Virus (HIV), high-risk behaviour, and sexual abuse at home. This also tends to impact regular attendance in schools, especially at the higher secondary level. ▪ Young children (age 7-9) are brought to cities for domestic work, sometimes unpaid. ▪ Effectiveness of student unions is dependent on location, tribe, geography, and community.

Location	Date	Participants	Key Points/Concerns Raised
			▪ Strong student unions and youth organization have the capacity to motivate communities.
			▪ No measures of safety and security of adolescent children in school plans.
			▪ Effective governance can ensure safety and security and lack thereof causes a problem.
			▪ Mostly, it is teachers who report cases of abuse/abnormal behaviour on the 1098 helpline.
			▪ Most abuse cases come from Dimapur & Kohima as many young kids migrate there to work as domestic workers.
			▪ Most schools are not equipped with mechanisms to handle violence/abuse; sometimes authorities cover these up to save the reputation of the school.
			▪ Districts segregated based on tribes; educated tribes have more exposure and access to resources.
			▪ Tribal dynamics play a role in how the committees operate and take up initiatives.
			▪ Girls are more serious and concerned about their futures as compared to boys and even outperform them in schools.
			▪ Society does not affect women's career choices. Fear plays an important role in the choice of career.
			▪ Lack of local and state mechanisms to ensure the safety and security of adolescent boys and girls.
			▪ Enthusiasm towards development and education is short-lived; implementation is poor.
Public Works Department (PWD)	August 24, 2020	Junior Engineer, Housing Department	▪ The engineering wing of DSE which comes under PWD has lack of exposure on implementation of ESF for school construction and maintenance. ▪ The engineering wing of the DSE needs to focus on the inclusion of environmental considerations in school construction.
State Disaster Management Authority (SDMA), Nagaland	August 25, 2020	Nodal Officer	▪ Lack of integration of disaster management considerations in design stage like earthquake resistant buildings etc. ▪ The SDMA provides relief of INR 1 lakh for disaster hit schools. ▪ SDMA needs to increase their involvement in the school planning and design phase.

Location	Date	Participants	Key Points/Concerns Raised
Forest Department, Nagaland	August 25, 2020	Principal Conservator	▪ Lack of learning modules on biodiversity conservation in school curriculum. ▪ Lack of awareness on biodiversity conservation amongst school going children.
Nagaland Pollution Control Board (NPCB)	August 19, 2020	Chairman	▪ Lack of proper connectivity of drainage in schools to city drainage for waste-water disposal. ▪ The NPCB drives the school's eco-club by providing monetary support, however, it does not provide any capacity building.

During the project identification and preparation stage, consultations took place at the state level involving officials from DSE, associated agencies and CSOs/NGOs. The topics/key pints discussed in these meetings are listed in Table 2 below:

Table 2: List of topics covered during Stakeholder Engagement Activities conducted during the Project Identification and Preparation Stage

Stakeholder	Main Topics Discussed
DSE	▪ Alignment of the project with national strategy and SS Framework ▪ Challenges facing the DSE and the specific context of Nagaland ▪ Goals/objectives DSE wants to achieve ▪ Strategies to achieve the goals ▪ Indicators the DSE wants to use to measure attainment of the goals (results framework) ▪ Monitoring mechanism for the project
NBSE	▪ Alignment of the project with the national framework and SS ▪ Investment viability of the project ▪ Sustainability considerations in the project design ▪ Issues faced by adolescent girls and boys ▪ Conflict and violence issues in Nagaland ▪ Completion rates of students in class 10 examination
School heads	▪ Challenges faced by schools ▪ Monitoring visits by sub-district level officials, village councils, district education offices ▪ Community support in school management ▪ Main causes of children's dropout ▪ Supply of teaching and learning materials (e.g. textbooks) ▪ Effects of the Free Quality Education Program (QEP) on student enrollment

Stakeholder	Main Topics Discussed
	- Challenges teachers are facing - PD training for teachers - Issues on gender, Gender Based Violence (GBV) and inclusive education - Actions to take to address GBV, gender and inclusive education
Teachers	- Challenges faced by schools - Competences and qualifications of teachers - Monitoring visits by local councils and DEOs - Community support in school management - Causes of children's dropout - Supply of teaching and learning materials (e.g. textbooks) - Does the school charge parent/guardians any fees? - Challenges teachers are facing - Do teachers receive PD training? - Are there any issues relating to gender, GBV and inclusive education?
Parents	- Payment of school fees by parents - Awareness on how financing and procurement are managed and implemented by SMCs and SMDCs - Challenges faced by schools - Satisfaction by parents with the performance of the school - Parents' role in SMCs/SMDCs - Community support in school management - Causes of children's dropout - Issues on gender, GBV and inclusive education
Subdistrict level officers and other administrative officials	- Challenges faced by schools - Monitoring visits by sub-district level officials, village councils, district education offices - Community support in school management - Main causes of children's dropout - Supply of teaching and learning materials (e.g. textbooks) Effects of the Free QEP on student enrollment - Does the school charge parent any fees? - Challenges faced by teachers - PD training for teachers - Issues on gender, GBV and inclusive education - Actions to take to address GBV, gender, inclusive education
NGOs/CSOs	- Activities of NGOs/CSOs in the education sector - Challenges schools are facing

3.2.   Key issues/findings from the Consultations with Key Stakeholders

At the state level, Nagaland is plagued with low learning outcomes and a weak foundational base in early grades. The current government school education system is characterized by low enrolment, large inter-district disparity in achievements and low service delivery capability at the state and district levels. The eastern districts of Mon, Tuensang and Kiphire have the lowest enrolment rates for the age group of 14-15 in the whole state. The percentage of students not enrolled in school is about 2 per cent for the state and is highest for Kiphire and Mon, again both eastern districts at the border.

Nagaland government has adopted 'communitization' for the management of public institutions. Through communitization in education, the state seeks to encourage and engage the community by building ownership, investment, and collective management to improve the delivery mechanism in the education sector. Since its implementation in 2002, the communitization model has led to an overall improvement in the management of schools, however pertinent problems such as low student-teacher ratio, low availability of quality teachers, and limited focus on STEM education etc. still persist.

After secondary review and consultations, the challenges and gaps faced by the school ecosystem can be broadly classified as follows:

- Lack of effective planning, implementation and administration at district, sub-district and village level

- Poverty and poor economic conditions affecting access to education and learning outcomes

- Lack of effective school systems, pedagogy, academic supervision, monitoring, and teacher absenteeism/quality

At the planning level, there are gaps in adequately addressing geography specific challenges such as distance and connectivity. Population and distance norms formulated by the government have not been entirely beneficial to remote districts of Nagaland which are sparsely populated and have house scattered settlements.

At the district and sub-district level, challenges are observed in the lack of diversity and inclusion in infrastructure, administration, and resources. While communitization has certainly increased the community's sense of belonging and responsibility, the model still faces problems of inadequate representation from vulnerable groups and women. Heads of the village have a greater say than others in the functioning of SMCs/SMDCs and sometimes even in the constitution of the committee. Illiteracy amongst the committee members results in lack of vision for the schools and is detrimental to their improvement and development. Teacher quality, training and selection affects the performance and learning outcomes of students heavily. Consultations with teachers revealed that they were unwilling to move to the remote parts of the state because of lack of connectivity, poorer standard of living and lack of incentives. Irregular salaries and poor financial conditions affect motivation levels and result in absenteeism and insincerity amongst teachers. Incidences of recruitment of proxy teachers is prevalent in many districts, many of whom are not qualified to teach subject/classes allotted to them leading to low learning levels.

According to the School Education Quality Index (SEQI), Nagaland showed improvement in

the overall performance score from 2015-16 to 2016-17. The Annual Status of Education Report (ASER) report 2018, indicated that reading levels improved in the state over the years, especially in private schools. It highlighted that 39 per cent of Class III students in private schools of the state could read Class II level texts in 2018. This was a marked increase from 27.1 per cent in 2016. However in the case of government schools, a declining trend was observed in reading proficiency levels – 12.8 per cent of Class III students in government schools could read Class II level texts, however in 2014, the percentage dropped to 4.6 per cent, in 2016 it rose to 7.9 per cent, and dropped again to 7.4 per cent in 2018.

Nagaland reports one of the lowest adjusted Net enrollment rate (NER) 35.8 per cent and has the second highest dropout rates at primary and upper-primary levels (20.9 per cent and 18.2 per cent respectively).[2] Data on learning levels at secondary level indicate low learning level outcomes among students in government schools[3] As per NAS report in 2014, the enrolment in Class V was 41,451. Of this enrolment in Government and Government aided schools was 16,631.[4] Amongst the districts, Kiphire and Mon reported the highest dropout rates in primary, upper primary and elementary sections in 2017-2018. These two districts along with Tuensang also fare the lowest in learning levels.

In Kiphire only 6.5 per cent students in the category of Std III to Std V and 26.3 per cent students in the category of Std VI to Std VIII can read a Std II level textbook. In the case of Mon, 9.5 per cent students in the category of Std III to Std V and 37.3 per cent students in the category of Std VI to Std VIII can read a Std II level textbook. These figures in Tuensang were slightly higher at 23.6 per cent and 59.8 per cent respectively. Approximately 10.1 per cent students between Std III to Std V can do subtraction in Kiphire, while those figures were at 32 per cent and 28.2 per cent in Mon and Tuensang respectively. For the higher standards i.e. Std VI to Std VIII, 0.9 per cent in Kiphire, 18 per cent in Mon and 15.1 per cent in Tuensang could do division. The learning outcomes in these states are poor at the basic level as compared to the other districts - Dimapur, Mokochung and Peren.

The consultations with state, district and local level stakeholders highlighted that schools do not have adequate resources for an enhanced learning environment. Basic furniture, equipment and amenities are absent in schools which is divergent from the national (SSA) or state guidelines.

School performance and learning outcomes can be attributed to the performance of SMCs/SMDCs. The assessments point towards the following areas of concern; i) low capacity in financial management and procurement; ii) fragmented institutional memory, including a lack of record keeping on the ownership of the land occupied by the school; iii) lack of consistent and productive engagement with administrative officials; iv) ad-hoc management of schools; and v) low awareness/engagement on priority areas such as enrolment, drop-outs, learning levels, and co-scholastic activities such as students' counseling and transition to higher education.

Consultations with NGOs and CSOs, indicate that the Communitisation Act while being

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[2] Ibid & UDISE 2016-17.

[3] NAS for Grades 3, 5, and 8- 2017, NAS for Grade 10 – 2018, ASER 2018.

[4] NAS Nagaland State report, 2014

useful is not leading to transformational change and effective participation of communities on the ground. As validated through the SMC/SMDC member consultations, there is a lack of capacity building mechanisms for the members along with no/low knowledge about their roles and responsibilities and low motivation levels. Youth in the state are vulnerable and susceptible to substance abuse, violence, and other types of harmful activities. Young adolescents who migrate from rural to urban areas for education often end up working as domestic help and fall prey to violence and abuse. Prevention and redressal of instances of violence and sexual harassment is challenging as there is a lack of safeguards and reporting mechanisms.

3.3. Key Recommendations/Suggestions from the Consultations

- Strengthen data systems for improved monitoring and accountability of teachers and school management. This is essential to ensure that teacher absenteeism is kept in check and hiring of 'proxy' teachers is prevented.

- Create a more conducive working environment for effective functioning of SMC/SMDC representatives, school leaders, parents, district, sub-district and block level officials through interactive capacity building, orientations, and trainings.

- Ensure adequate resources and equipment in schools and better infrastructure including libraries, laboratories, and general spaces in school. Additionally, ensure the availability of essential resources like stable internet connectivity and electrification.

4. Stakeholder Identification and Analysis

4.1. Stakeholder Mapping and Analysis

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

Project Affected Parties (PAP) – persons, groups and other entities within the project area that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to risk/change because of the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures.

PAP include Vulnerable Groups – persons who may be disproportionately impacted or further disadvantaged by the project(s) as compared with any other groups due to their vulnerable status, and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project(s).

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

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

4.2. Potential Roles, Interest, and Influence of Key Stakeholders

The project will directly benefit the following stakeholders:

- About **1,50,000 students** in the government education system in Nagaland, who will be impacted by the statewide reforms in schools. While some reforms, such as the provision of digital instructional materials, reformed school leaving examinations, and improved learning environments will impact them directly, they will also benefit indirectly from enhanced capacity building of teachers, especially in science and mathematics, as well as better governance and tracking of educational inputs and outcomes.

- About **20,000 teachers**, including headmasters and assistant headmasters, who will directly benefit from the teacher education and career management programs as well as the provision of digital instructional materials. Teachers are also expected to reap the benefits of improved governance and a strengthened EMIS.

- Around 100 district and sub-district officials will benefit from capacity building programs as well as a more comprehensive and robust EMIS which is expected to help them perform their duties more effectively and efficiently.

- The members of around 2,000 SMCs/SMDCs who will have access to enhanced data and insights about the performance of their school vis-à-vis other schools in the state, benefit from training programs, and be able to access grants to undertake school improvement activities.

The project will also indirectly benefit government counterparts and associated entities will benefit from the project, these include: DSE, SCERT, Ministry Skill & Development, Department of Tribal Welfare, Department of Women and Child Development, Department of Social Welfare, Pollution Control Board (PCB), Public Health Engineering Department (PHED), State Disaster Management Authority (SDMA), Public Works Department (PWD) and Forest Department etc.

4.3. Stakeholder Segmentation/Prioritization

The identified project stakeholders have been segregated by their areas of influence. The stakeholders of high and substantial significance are described in the Table 3.

Table 3: Stakeholder Engagement Matrix

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
Department of School Education (DSE), GoN	State	The DSE is the nodal agency for Foundational, Preparatory, Middle and Secondary education in Nagaland. The main responsibilities of the DSE are (i) overall administration of the DEOs, SDEOs and Heads of Institution; (ii) M&E of educational programs; (iii) implementation of educational flagship programs; and (iv) reporting on the achievements of flagship programs launched by Government of India (GoI). The DSE consists of the Directorate of School	▪ Overall management of the project NECTAR and its implementation by various stakeholders. ▪ Responsible to ensure necessary information disclosure, using appropriate languages, to all stakeholders throughout the lifecycle of the project. ▪ Facilitating trainings and orientation of teachers, SMDC/SMC members, DEOs and SDEOs to meet objectives of project components. ▪ Facilitation of policy and strategy development,	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		Education (DoSE), SCERT, NBSE, and Samagra Shiksha State Mission (SSSM).	documenting and disseminating best practices to all key stakeholders. ▪ Induct seasoned procurement and contract management specialists into the PMU to ensure effective and timely procurement and implementation of the project. ▪ Monitor the M&E activities of the DEOs and develop consolidated reports for the project to disseminate among key stakeholders at regular intervals.		
Nagaland Board of Secondary Education (NBSE)	State	The NBSE's functions are to regulate, supervise, and develop school education at the Middle and Secondary levels in the state. Set up through the NBSE Act, it discharges its functions through sub-units focused on examinations; academics; administration; accounts; and maintenance and processing of norms, files, and records.	▪ Component 1: Improving System and School Management ▪ Lead the strengthening of digital platforms for learning and teaching, ▪ Strengthen the School Leaving Certification Examination. ▪ Support DSE in strengthening the EMIS. ▪ Component 2: Enhanced Teaching and Learning Environment ▪ Lead the development of evidence-based continuous PD program for math and science teachers to improve teaching and learning of the technical subjects. ▪ Build cost-effective pedagogies for enhanced learning outcomes of Secondary level and develop curricular	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
			reforms focused on Math, Science and Skill development. ▪ Support DSE in developing a strategy for enhancing the school physical infrastructure for Secondary level.		
SCERT	State	The SCERT is concerned with the academic aspects of foundation, preparatory and middle school education, such as orientation and pre- and in-service education of teachers and academic functionaries, development of curriculum and teaching-learning materials (TLM), and research and surveys. It is also the controlling authority for all academic and administrative aspects of teacher PD for preparatory and middle school education in the state.	▪ Component 1: Improving System and School Management ▪ Lead the strengthening of digital platforms for learning and teaching preparatory and middle school levels. ▪ Collaborate with DoSE to strengthen governance and PD systems for teachers. ▪ Support DoSE in strengthening the EMIS. ▪ Component 2: Enhanced Teaching and Learning Environment ▪ Lead the development of evidence-based continuous professional development program for math and science teachers to improve teaching and learning of the subjects for preparatory and middle school levels ▪ Build cost-effective pedagogies for enhanced learning outcomes of preparatory and middle school levels and develop curricular reforms focused on Math, Science and Skills Development. ▪ Support DSE in developing a strategy for	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
			enhancing the school physical infrastructure for preparatory and middle school levels.		
DSE	State	The DoSE supervises the statewide provision of education from the foundational to secondary levels, adult education, science education, and agricultural and environmental education. It supervises and controls the district education offices and the Deputy Inspectors of Schools. The DoSE has several units at the state level, district education offices at the district level, and sub-divisional offices at the sub-district (block) levels.	▪ Component 1: Improving System and School Management ▪ Lead the strengthening of the EMIS. ▪ Collaborate with SCERT to strengthen governance and PD systems for teachers. ▪ Lead capacity building initiatives for educational administrators such as DEOs, SDEOs and SMCs/SMDC members. ▪ Support NBSE and SCERT in strengthening of digital platforms for learning and teaching. ▪ Component 2: Enhanced Teaching and Learning Environment ▪ Develop a strategy for enhancement of the physical learning environment of the school. ▪ Component 3: TA ▪ Lead the development and implementation of a communication strategy and road map. ▪ Lead development of assistive technology pathways to inclusive education. ▪ Support NBSE in strengthening digital platforms on learning and teaching.	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
SSSM	State	The SSSM manages educational programs for the preparatory and middle school levels (up to Grade 8) through a Project Implementation Unit (PIU) at the state level, and Educational Block Resource Centers (EBRCs) at the block level.	▪ Component 1: Improving System and School Management ▪ Support DSE in strengthening the EMIS. ▪ Support DSE and SCERT to strengthen governance and PD systems for teachers. ▪ Support the school leadership and management in the successful roll-out of interventions under the project. ▪ Support facilitation of capacity building for DEOs, SDEOs, SMC/SMDC members. ▪ Component 2: Enhanced Teaching and Learning Environment ▪ Support DoSE in developing a strategy for enhancement of the physical learning environment of the school.	High	Medium
District Education Officers (DEOs)	District	The DEOs are responsible for monitoring Educational, Administrative and Legal activities for schools in District under the Department of Education, Government of India. Presently, the State of Nagaland has 12 DEOs.	▪ Undertake regular monitoring and reporting of the project activities. ▪ Support M&E activities including impact evaluations, tracer studies, qualitative assessments, third party validation, and studies to facilitate improved project design at the District level. ▪ Facilitate and supervise capacity building activities for block and district officials. ▪ Advises DSE on required resources and other material school needs to enhance the achievement of education outcomes at the school level.	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
			▪ Ensure all selected schools receive the required curricula, materials of curriculum and various documents required in the planning and effective instruction delivery. ▪ Conduct visits to all selected schools to monitor implementation of activities as per project guidelines. ▪ Provide an effective GRM for school going children and adults.		
SDEOs	Local/Block	The SDEOs are responsible for monitoring Educational, Administrative and Legal activities for schools in respective blocks and under supervision of DEOs. Presently, the State of Nagaland has 37 SDEOs.	▪ Undertake regular monitoring and reporting of the project activities. ▪ Support DSE in carrying out administrative activities at the block level. ▪ Ensure all selected schools receive the required curricula, materials of curriculum and various documents required in the planning and effective instruction delivery. ▪ Support the DEOs in monitoring implementation of activities and an effective grievance redressal system. ▪ Undertake measures to ensure the safety and security of school-going children, teaching, and non-teaching staff of the school complexes.	High	High
SMC/SMDC	Local	The Right to Free and Compulsory Education Act, 2009 (RTE Act) mandated the formation of SMC in every government-funded	▪ Development and Management of selected schools. ▪ Participate in capacity-building activities to	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		schools to encourage community and more particularly, parental involvement in school activities and towards positive attitudinal change. SMDC is also constituted and is responsible for all activities including planning, collection of data, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme-infrastructural as well as academic and others at the school level.	ensure effective functioning and a high degree of accountability of the unit. ■ Engage in community mobilization activities that encourage participation in dialogues and interventions and instil a sense of ownership towards the program and utilization of shared school services. ■ Ensure adequate representation of experiences, opinions and suggestions of vulnerable groups on committees as well as in decision making roles within the SMCs/SMDCs. ■ Active participation in initiating and enabling and encouraging the community to exchange ideas and suggestions for the project. ■ Facilitate dialogues with teachers, students and parents for meaningful and inclusive exchange of ideas and suggestions pertaining to the project.		
Village Councils	Local	Village Councils are an important proponent to ensure the effectiveness of the modern governance system in Nagaland. The Village Development Boards (VDBs) formed under the aegis of the Village Council, is responsible to establish linkages to the grassroots for delivering the rural developmental inputs. Recognized under the Nagaland Village and Area	■ Provide active supervision ■ Hold the SMC/SMDC members accountable for improvement in learning outcomes of students. ■ Ensure the safety of school-going children through physical infrastructure needs and institutional safeguards mechanisms.	High	Moderate

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		Council Act, 1978, the Village council supports the Government of India and Nagaland in carrying out development works in the village and supervising welfare activities, including education.			
Local contractors	Local	The NECTAR project will deal with various independent contracts for the fulfillment of objectives. These include construction contractors, IT and building architects, ICT vendors, business enterprise architects, computer programmers, and database specialists etc. While these contractors may not directly interact with children, activities conducted by them will affect the physical and IT infrastructure that impacts education and directly affects school-going children. It becomes imperative to put into place quality and ethical standards and supervise contractors to meet project objectives.	▪ Provide construction/ reconstruction services to selected schools to develop basic infrastructure and facilities, multifunctional spaces, transformable classrooms, STEM laboratory clusters, library spaces, and breakout spaces for student learning and interaction. ▪ Ensuring strict compliance with required policies and guidelines associated with construction and fulfilling contractual obligations.	Low	Low
Teaching and non-teaching Staff	Local	The school ecosystem consists of various actors that interact and impact school-going children in different ways. While the school leadership steers the vision and effective administration and implementation of activities, teachers are tasked with imparting holistic education to children across levels. Additionally, there are	▪ Pilot innovative interventions at the school level and provide suggestions on improvements. ▪ Active participation in PD, career management and other capacity building workshops on digital platforms and assistive technology to teach CWSN. ▪ Assist in the identification of students who may not	High	Moderate

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		other actors that ensure proper functioning and maintenance of the infrastructure to ensure optimum benefits to children. These include the IT staff, cleaning and sanitation staff, kitchen staff (for provision of mid-day meals in schools) and wardens etc. Actors such as the security guard, counsellors and on-call nurses etc. have a huge role in ensuring the physical and social safety of children.	want to/cannot continue their academic career and support in their skill development. ▪ Support M&E activities conducted at the school level. ▪ Attending, voicing opinions and providing suggestions in round-table discussions and events organized as part of the project. ▪ Responsible for creating a safe, inclusive and enriching environment for students to achieve benefits from project components.		
Pupils/ students	Local	In India, school-going children receive education at 4 subsequent levels - Foundational (ages 3 to 8), Preparatory (8 to 11), Middle (11 to 14) and Secondary (14 to 18). Since students are the direct beneficiaries of the project, it becomes pertinent to understand and account for their challenges and intersectional vulnerabilities. Residing in the hilly terrain and coming from insurgency prone areas, students may come to school complexes from female-headed households, households below the poverty line, from inaccessible and border areas, or may work part-time to support their families. Some students may have disabilities and require assistive support in attaining quality	▪ Active participation in designing interventions for school strengthening and functioning. ▪ Role in various implementation and advocacy committees to be formed under the project. ▪ Attending, voicing opinions and providing suggestions in Roundtables and events organized as part of the project. ▪ Active participation in existing state government and central government schemes.	High	Low

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		education. Since each vulnerable group faces their own set of barriers to education, accounting for them becomes of extreme consequence to the success of the project.			
Adolescent boys and girls	Local	Adolescent boys and girls are a high-risk age group (13 to 18 years) that is susceptible to higher dropout rates. Adolescent girls are particularly at risk of teenage pregnancies and gender-based violence. The twin reasons that necessitate the classification of this group as a separate bucket are behavioural and hormonal changes at this age and proximity to transition to the formal work-force (for elder adolescents). Adolescents form part of various youth organizations and school unions and work with and for the community for development initiatives and disaster relief support.	▪ Active participation by providing insights in designing interventions for school strengthening and functioning. ▪ Role in various implementation and advocacy committees to be formed under the project. ▪ Attending consultations, voicing opinions and providing suggestions in Roundtables and events organized as part of the project. ▪ Active participation in existing state government and central government schemes. ▪ Share learnings and attitude changes from the project to other children not part of the school complexes through youth organizations.	High	Low
Parents and mothers	Local	Parents of school-going children that form part of the NECTAR project are high importance and high influence actors when it comes to creating a lasting impact. It thus becomes pertinent to engage with them, train them and instill within them a sense of ownership at the school, community, and state level. Parents of children going to school complexes can also	▪ Active participation by providing insights in designing interventions for school strengthening and functioning. ▪ Role in various implementation and advocacy committees to be formed under the project. ▪ Assist the school leadership in better monitoring of the student progress and achievement of related outcome indicators.	High	Medium

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		become the torchbearers within their social circles, which may include parents of children that do not go to school complexes.			
Department of Women and Child	State	The Department of Women and Child Development formulates plans, policies and programs, guides and coordinates the efforts of both governmental and non-governmental organizations in the field of women and child development. The focus of the Department is on the all-round development of women and children and the empowerment of women. In Nagaland, the State Resource Centre for Women (SRCW) is the PMU of the Beti Bachao Beti Padhao in the State and the Mahila Shakti Kendra (MSK) district level and MSK block level; it is also the Nodal Agency for implementing the two integrated schemes, viz., the Women Helpline-181 and Sakhi-One Stop Centre—all of which are under the Ministry of Women and Child Development, Government of India.	▪ Providing support in the implementation of the Gender and Vulnerable people Action plan. ▪ Create platforms and opportunities to encourage active participation and dialogue with students, parents, teachers, vulnerable groups and relevant government departments such as SMC/SMDC members, DEOs etc.	Medium	Medium

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
The Ministry of Tribal Affairs, Government of India	State	The Ministry of Tribal Affairs is the nodal Ministry for overall policy, planning and coordination of programs for the development of Scheduled Tribes. Eklavya Model Residential Schools (EMRS) imparts quality education to ST children in remote areas in order to enable them to avail of opportunities in high and professional educational courses and get employment in various sectors. The schools focus not only on academic education but on the all-round development of the students.	▪ Engage in community mobilization activities that encourage participation in dialogues and interventions and instill a sense of ownership towards the program and utilization of shared school services. ▪ Create platforms and opportunities to encourage active participation and dialogue with students, parents, teachers, vulnerable groups and relevant government departments such as SMCs, SMDCs, DEOs etc.	Medium	Medium
NGOs/CSOs/ Faith based organizations	State	NGOs and Civil societies supplement and strengthen the welfare of the state. As part of their routine activities, they encourage people's participation and in implementing programs launched by the government for the larger benefit of the community. These actors are important due to their on-ground networks and trust established with communities and can be an active, effective and quicker source of instilling ownership towards the project and sustaining change beyond the project lifetime.	▪ Initiating dialogue on concerns among stakeholders particular on women, child labour, cultural heritage, and other social and environmental topics. ▪ Creating awareness on holistic, equitable and inclusive Education for All, with specific references to the vulnerable population. ▪ Create platforms and opportunities to encourage active participation and dialogue with students, parents, teachers, vulnerable groups and relevant government departments such as SMCs, SMDCs, DEOs etc.	Medium	Medium
DIET	District	DIETs are district-level educational institutes which have been established to assist in coordinating and	▪ Support SCERT in strengthening digital platforms for learning and governance and PD systems for teachers.	Medium	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		implementing government policies at the district level. Among other activities, DIETs are primarily responsible to conduct recurrent orientation of teachers to innovations in teaching and learning at the school level.	▪ Support SCERT in cost-effective pedagogies for enhanced learning outcomes of preparatory and middle school levels. ▪ Function as implementors to conduct training of teachers at the District level.		
PWD	State	The Education (Housing) Wing of the PWD is placed with the DSE to implement construction plans for new school buildings and school up-gradation. This wing is primarily responsible for planning, design and implements the construction of the school buildings.	▪ Responsible for planning and developing design documents for the school construction – floor plan, architectural plans, and drawings. ▪ Responsible for the inclusion of environmental aspects in the design of buildings for fire safety, lighting, ventilation, disaster management etc. ▪ Responsible for ensuring compliance with environmental guidelines during construction and provide supervision to the contractor	High	High
SDMA, Nagaland	State	Government of India on the 23rd of December, 2005, enacted the Disaster Management Act 2005, which envisaged the creation of the National Disaster Management Authority (NDMA) headed by the Prime Minister, SDMA headed by the Chief Ministers, and District Disaster Management Authorities (DDMA) headed by the Deputy Commissioners (DCs), to spearhead and adopt a holistic and integrated approach to disaster management (DM). Thus, giving a paradigm shift,	▪ Responsible for School Safety as an indicator of quality for planning, execution, and monitoring. ▪ Strengthening existing policy provisions to make schools safer in urban and rural areas. ▪ Capacity Building for Safe Schools. ▪ Regular monitoring of risk and revision of plan. ▪ Strengthening Institutional Commitment to Safe Learning Environment for Children.	High	High

Stakeholder	Level	Description	Potential Role in the project	Interest	Influence
		from the erstwhile relief-centric response to proactive prevention, mitigation, and preparedness-driven approach.			
NPCB	State	The NPCB is a statutory body constituted on February 19, 1991 under the provision of Section 4 of the Water (Prevention & Control of Pollution) Act, 1974 with a view to protecting the environment and preventing and controlling pollution in the State of Nagaland.	▪ To provide support in planning comprehensive programme for the prevention, control, or and abatement of water and air pollution (air & water) and manage waste management in the project life cycle and to secure the execution thereof.	Low	Medium
Forest Department, Nagaland	State	The Forest Department is responsible for the conservation of the forests and biodiversity in the state.	▪ To create awareness about biodiversity and wildlife conservation in school going children through necessary learning modules in the school curriculum. ▪ To provide inputs in the school selection stage for informed decision of schools in proximity of any eco-sensitive areas. ▪ To provide permission in case any tree felling is required, and guidance on compensatory tree plantation.	Low	Low

4.4. Disadvantaged/Vulnerable Individuals and Groups

Figure 1 : Vulnerable Populations and Issues

Households from Eastern District of Nagaland

Families and individuals residing in eastern districts of Nagaland, namely Tuensang, Mon, Phek, Kiphire, face challenges due to the difficult terrain. The lack of accessibility and poorer standard of living demotivates teachers to remain regular that adversely affects the learning outcomes. The region is also characterized by low transition rates to higher secondary level due to either lack of such schools and/or due to accessibility challenges. Due to lower connectivity and access to communication technology, these areas also see lack of visits from district and sub-district level officials. This leads to lower accountability, isolated functioning of schools, delayed or incomplete information dissemination and consequently and lower educational outcomes.

Female Headed Households

The proportion of households with women as heads is 16 per cent in Nagaland. These women may be either widowed, divorced, or separated. It also includes households where the husbands consume excessive amounts of alcohol, leaving their wives to take responsibility of managing households. Such women are susceptible to low-wage work, gender-based violence, and depend on social relations for survival in the society.

In the Naga society crime and gender-based violence exists and women's participation in certain roles is frowned upon. Despite better academic performance at school at each level, girls or females are generally tasked with the household chores and/or taking care of younger siblings. Additionally, with the Naga society being patriarchal, female heads are not necessarily given similar opportunities in village councils as male heads. This is also reflected in the structure and functioning of SMCs/SMDCs where women do not appear to participate effectively.

The need for this group is to be treated equally, have a voice in community level decisions and support for employment, access to public transport, access to quality higher education for their children and increased livelihood options.

Individuals (parents) or Children with Disabilities

The proportion of CWSN in Nagaland is at 0.3 per cent for secondary classes, and 0.1 per cent for higher-secondary. While the CWSN Act has created provision for providing quality education and sensitized teachers and school heads to the learning needs of children with disabilities, there remains much to be done to ensure this group of students gets the quality education and a chance at a decent life they need.

They need inclusive curricula as well as assistive technologies and greater teacher engagement to learn. In consultations with school heads and teachers, it was found that sometimes lack of management practices, free classrooms and/or lack of trained and sufficient number of teachers, lead to a gap in the learning outcomes of these students.

Large families with 5 or more children

This is the group at greater risk from receiving disproportionate benefits of education. As teaching quality in schools across the country is facing issues of increasing the foundational literacy and numeracy of first-generation school-goers, Nagaland is no different and faces these challenges too. For large families, low resources per child, low nutrition, and lack of attention for each child can be a common problem affecting their learning outcomes directly.

This group constitutes the population of rural to urban migrant children often in the age groups of 8-12 who are sent to the towns and cities to get higher education in lieu of work as domestic help, but often get abused or end up working only and not going to school.

Adolescent boys and girls

Adolescents are one of the most vulnerable groups among the stakeholders. They face challenges of low transitions rates to secondary and higher secondary, as well as high dropout rates, low career prospects, and susceptibility to migration issues. Youth in Nagaland are also susceptible to instances of violence, drug abuse and are at a higher risk of contracting HIV as compared to their counterparts in other Indian states. While SMCs/SMDCs are aware that engaging youth in community work and giving them a voice in shaping the content they study at school and creating peer-to-peer learning models is extremely important, it is tough to design specific interventions to implement it sustainably.

It was found through consultations that the adolescent youth in Nagaland often fall prey to substance abuse if it is available at home through their fathers or through peers. Low

encouragement of higher education, diverse career prospects and lack of private employment opportunities prevent these young students to aspire and work towards achieving higher education. Combined with these hurdles, youth in Nagaland also face the pressing need to work and supplement the family income. While youth groups have been active in and around Nagaland and have also been effective in getting their voices heard, helping younger children and adolescents at school and in the community, has not been their priority.

Boys and girls in the ages of 9-14, again are at risk from local insurgent movements, high dropout rates, and internal migration in search of livelihood. While the overall crime rates in Nagaland for this age group are not significant, children face the issue of lack of social safeguards at school, as well as risk of substance abuse through exposure at home or by peers.

Population living in inaccessible areas and those living in border areas of Nagaland

In districts of Mon, Longleng, Kiphire, Tuensang, Wokha, Zunheboto and Peren, the pockets of habitation are spread across rural areas and are rendered inaccessible by proper roads and communication facilities. Furthermore, Longleng, Kiphire, Mon and Tuensang Districts are particularly vulnerable in terms of communication and accessibility problems.[5] This is the group at risk of not receiving any benefits of the various programs and interventions planned by the education department at school due to remoteness and accessibility challenges.

It was found from consultations with block and district officers, as well as SMC/SMDC members, that villages in remote eastern areas are not visited by DEOs. SDEOs and other officials due to lack of connectivity, transport facilities and insufficient funds for monitoring. Teachers too either do not like to get posted in such areas and/or are irregular. All these factors often create a disadvantage for students and affect their learning outcomes negatively.

Additionally, due to low network and internet access, these populations are not able to gain much from digital interventions at school or get the information on time.

It was highlighted through several interactions that often proxy teachers and uneducated SMC members manage the schools in these areas, causing low learning outcomes, lack of accountability amongst teachers as well as lack of useful and relevant education, decision making or activities at schools.

The needs of this group range from quality infrastructural facilities to curriculum and pedagogies designed appropriately for their geographies, and trained teachers who can be present in these areas or are from the region to increase the educational outcomes for this vulnerable group.

During Project preparation and implementation process particular attention will be paid to adverse impacts on vulnerable/disadvantaged groups who, because of their social position, may be vulnerable to changes brought about by project activities or excluded from project benefits.

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[5] Nagaland State Disaster Management Plan, Nagaland State Disaster Management Authority (2019)

Children who migrate to urban/semi urban areas as domestic workers

Children working in the age group of 6-13 years constitute 12.9 per cent of the total population in that age group, while working children of ages 14-17 years constitute 31.5 per cent. In order to support their families, children belonging to poor households largely from the remote regions such as towns in Zunheboto, Longleng and north-eastern parts of Mon migrate to urban and semi-urban districts which provide them with opportunities to work and supplement familial income. Further, the lack of sufficient schools at the higher secondary level in districts of Longleng, Peren, Kiphire, also contribute to internal migration of youth. Stakeholder consultations with CSOs and other faith-based organizations point that several children from rural or remote areas come to urban areas for better education in lieu of their work as domestic help. However, they end up working, often with low or without income. These issues directly impact the learning outcomes of these children and place them under the vulnerable social category.

Households Below the Poverty Line

Over 26 per cent of the households are Below Poverty Line (BPL) in Nagaland. Low-income families suffer from challenges such as food insecurity and low household income. Children from such families are likely to engage in income generating opportunities to sustain families. This coupled with lack of government schools in the areas where they live, information asymmetries related to career opportunities and lack of financing options to sustain higher education for their children makes them vulnerable. Further in some of such families the children are first-generation learners with different needs. Without any support at home, children are likely to drop out, discontinue higher education and overall have lower educational outcomes. They need good quality education in their region, and options for financing as well as access to higher education for their children. They also need support in terms of curriculum design that caters to maintaining relevance and thus enabling the children to continue schooling without dropping out. Some level of sensitization at the teacher's level as well as having their voices heard in SMCs and SMDCs can also be helpful.

Table 4 summarizes affected (target stakeholders) and non-affected parties who may be directly or indirectly affected by the project.

Table 4: Issues and Concerns Raised During Stakeholder Interactions

Name of Stakeholder	Issues	Significance Level
Households from eastern districts of Nagaland, namely Tuensang, Mon, Phek, Kiphire	▪ Households from these districts face limited accessibility due to difficult terrain and are often excluded from the impacts of development initiatives, limiting education and income-earning opportunities. ▪ Nagaland, like several other states in the north-east, exhibits out-migration trends. Further, these areas are exposed to threat to life and destruction of property due to unrest and violence arising out of insurgency. ▪ Due to lower connectivity and access to communication technology, these areas receive less technological advancement and delay in communication as compared to other districts. ▪ Children and youth belonging to these regions are more susceptible to dropping out of formal education due to ineffective functioning of schools, political instability and lack of funding sources.	High
Adolescent boys and girls, especially from low-income households	▪ Boys and girls in the ages between 9-14, are at risk from local insurgent movements, high dropout rates, and internal migration in search of livelihood. ▪ While the overall crime rates in Nagaland for this age group are not significant, children face the issue of lack of social safeguards at school, low sensitivity among teachers towards behavioural changes as well as risk of substance abuse through exposure at home or by peers. ▪ Adolescent Girls are at a risk of contracting HIV, GBV, teenage pregnancies and early marriage.	High
Female headed households	▪ Female headed households are generally poor and face economic insecurity because of their social status, as compared to male-headed households. ▪ They may lack ownership of assets as well as knowledge and access to resources and rely heavily on social relations for livelihood. This exposes them to several threats including physical and sexual exploitation etc. ▪ Children from these households also have high risk of dropping out of formal education in search of jobs or/and lack of enthusiasm to learn.	High

Name of Stakeholder	Issues	Significance Level
Individuals (parents) or children with disabilities	▪ Individuals with disabilities face accessibility issues and lack of institutional mechanisms for good quality healthcare and education. ▪ This group is at high risk of vulnerabilities arising out of dependency, discrimination, and non-inclusion, bullying and sexual assault. ▪ Due to lack of publicly available and reliable data on this group, it becomes a challenge to develop policy and interventions for their development.	High
Large families with 5 or more children	▪ Children belonging to such households have low nutrition and educational outcomes and may drop out of formal education to earn livelihood. ▪ Further, they may lack knowledge of and access to information about development initiatives and networks. ▪ High cost of living in hilly terrain and lower purchasing power may limit these households to avail public welfare schemes related to education, health etc.	High
Children who have migrated for domestic work and education to peri urban/urban areas	▪ These children are susceptible to poor economic conditions, including poor health, hygiene, and sanitation. ▪ They are inherently at risk of ill treatment and physical and sexual violence by the employer and relatives, out of reliance on them. ▪ They have a higher risk to dropping out of formal education systems or have low educational outcomes, both of which hinder future employability and income earning capability. They may also resort to substance abuse.	High
Households below the poverty line (as per SECC data) and remittance-dependent households	▪ Children belonging to these households have low nutrition and educational outcomes and may drop out of formal education to earn livelihood. ▪ Further, they may lack knowledge of and access to information services, development initiatives and networks.	High
Population living in inaccessible areas	▪ People from these categories may lack knowledge of and access to information services, development initiatives and networks.	High
Population living in border areas		High

Discussions with the vulnerable/disadvantaged groups affected by the Project, are expected to provide opportunities for ground investigation on potential social impacts as a result of the project interventions. Focus group discussions will be organized for vulnerable populations to consider their specific needs (if any).

To ensure that consultation with local communities are inclusive of disadvantaged groups, consultations will be conducted in Nagamese and other languages (as appropriate) to make community members more comfortable. Wherever necessary, additional formats such as location sketches will be used to enhance understanding. The assistance of community leaders will be needed to encourage effective representation of vulnerable /disadvantaged groups in group discussions throughout the project cycle.

As per the World Bank's guidance note on **'Addressing Risks and Impacts on Disadvantaged on Vulnerable Individuals or Groups',** the project has consulted with CSOs, service providers, community representatives and other relevant stakeholders to inform the development of the SEP and develop specific interventions that are able to reach vulnerable groups identified in Table 4. Further, the communication, engagement and GRM strategy adopted by the project will ensure that these groups are regularly consulted and are able to efficiently partake in several project related activities and interventions.

Table 5: Impact Assessment and Risk Management

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
PAPs – This includes teaching staff, parents, SMCs, SMDCs, DEOs and SDEOs.	▪ Direct benefit accrued to teaching/school management force (teachers, headmasters, principals) in terms of capacity building, support for PD, competency-based standards and periodic evaluations. ▪ Direct benefits accrued to school leadership and management through capacity-building support and improved performance management. ▪ Improvement in functioning of SMCs/SMDCs and enhancing sustainability of improvements in education service-delivery. ▪ Improvement in functioning of DEOs and SDEOs in order to enable anchoring and implementation of governance reforms. ▪ Platform provided to parents to play an active role in designing interventions can increase their interest in academic careers of children which may boost retention and transition rates.	▪ Lack of incentives or technical know-how to adopt technology, adhere to new standards of evaluation could deter quality teachers from applying for teacher posts. ▪ Standard frameworks for school leadership development may cause a time lag in roll-out of interventions in blocks with low accessibility. This may lead to exclusion of schools or delayed interventions at the school-level in districts and blocks that already lag behind on learning outcomes and associated indicators.	▪ Gender-disaggregated analysis to substantiate the in-service training mapping exercise to identify and map challenges teaching staff and evaluate their training needs. Based on this, support can be offered including trainings on using digital equipment, flexible timings, digital recordings and creche support etc. ▪ Frameworks for school leadership to be agile and the delivery will be led by districts to account for terrain and accessibility issues problems. Mechanism for a speedy chain of communication can be established to discuss these problems with relevant stakeholders.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
OIPs – this includes the community at large	▪ Access to shared school services including shared libraries, internet access, sports facilities, services as study centers for open schooling, etc. for development. ▪ Direct channels for grievance redressal and for voicing opinions and complaints related to the project. ▪ In the long term, project objectives positively impact the learning levels of students leading to enhanced opportunities for higher studies and employment.	▪ Literacy levels and the attitudes towards important of education amongst community could pose a problem in implementation of training programs and effective school management. ▪ Activities involving community participation may pose a risk of powerful community representatives playing a dominant role in raising funds, determining school level priorities, etc. ▪ Connectivity could deter interventions from reaching remotest villages. ▪ Due to geographical conditions in Nagaland and low connectivity, focus may be channeled to those districts with better road access and transport connectivity.	▪ The school complexes selection can consider adoption of technologies that provide offline usage to ensure a holistic input of data as well as bright spots in remote areas, thereby optimizing reach to those most vulnerable. ▪ Ensure representation from all vulnerable groups identified in committees formed as part of the project and institutionalize a mechanism/standard operating procedure to ensure active and uncoerced participation from these groups. ▪ Ensure information dissemination to the community is conducted in various mediums and channels, especially using Nagamese. SMC/SMDC members, student unions and youth organizations can assist in this process.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
Households from eastern districts (Mon, Tuensang, Phek, Kiphire) of Nagaland	▪ Female and male students from these districts are likely to receive targeted programme interventions, gain quality teachers which will enable sustained learning environments and increase the chances of continued education for these groups. ▪ Improved teaching and learning of mathematics and science in School complexes will lead to increased transition rates for STEM streams at higher levels and greater chances of raised income levels due to more opportunities within and outside the state.	▪ Motivating and/or incentivizing the community for ownership and accountability can be difficult and also lead to self-selection and non-inclusion of vulnerable adults from being a part of the same ▪ Risk of non-inclusion due to lack of infrastructure and connectivity. Eastern and remote districts could have uneven access to the ICT resources. Groups with low access to technology will risk non-inclusion in receiving certain information at similar times. ▪ Lack of access to technology and infrastructure at home may cause an initial divide amongst populations regarding the use and resulting learning outcomes for	▪ Prioritization of eastern districts as a selection criterion for school complexes can mitigate the risk of non-inclusion to a certain extent. ▪ Ensure representation from vulnerable groups in committees formed as part of the project. Advocacy and two-way communication measures must account for adequate voicing of their experiences, opinions, and suggestions to improve inclusivity in the project ▪ Creation of a physical and digital toolkit of solutions that can be incorporated in the school to harness the potential of technology solutions to mitigate time delay in receiving information and query responses. The technology solutions can be adopted in four areas: content delivery, blended learning, teacher training, and online assessment.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
		vulnerable youth in this group.	▪ Develop a GRM to effectively handle concerns, complaints, and grievances of affected communities.
Adolescent girls and boys	▪ Enhanced capacity of school leaders and teachers will lead to - increased STEM outcomes for both boys and girls, handholding support at the school level, regular monitoring of attendance rates and potential cases of dropouts, and improved secondary results leading to greater transition rates. ▪ Increased ability of the teachers to help students deal with behavioural issues affecting their education and learning outcome. ▪ Regular monitoring of attendance rates and potential cases of dropouts, and improved secondary results leading to greater transition rates. ▪ Increased skills of teachers on skill development and career guidance support will not only help support youth in identifying career and higher education options, but also help them navigate	▪ Motivating and/or incentivizing the community for ownership and accountability can be difficult and also lead to self-selection and non-inclusion of vulnerable adults from being a part of the same. ▪ Exposure to and increased use of technology (Component 2) if not combined with training and sensitization in school may expose adolescent children to cyber bullying and stalking, among others. ▪ If construction activities are conducted in the presence of children, there may be a risk of theft of belongings and potential cases	▪ Ensure consultations with adolescents and youth groups throughout the project cycle, on specific aspects such as gender discrimination or violence, school safety, bullying or corporal punishments at school, as well as any community norms that increase pressure on adolescents. These consultations will help understand any specific challenges around adolescent behaviour and inform training and sensitization for them. The project will also support formation of youth clubs at the block level to monitor potential dropouts, cases of harassment, etc. as a part of the communities' engagement strategy.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
	the paths of vocational and open school learning, provide support for transitions to work as well as provide emotional support. ▪ Presence of a web portal to anonymously file complaints related to bullying and harassment.	of sexual harassment, especially towards adolescent girls.	▪ Use of technology as teaching aids must include modules of practices of cyber safety and GRM for reporting online abuse. Sensitization training of teachers using technological aids must be conducted to understand, avoid, or address potential risks. A central cyber cell may be constituted to address grievances for all school-going children, teachers, and non-teaching staff under the project ▪ Training and sensitization of adolescent children on themes related to cyber-crime, gender sensitization, behavioral attitudes, safeguard mechanisms and awareness of their rights. ▪ IEC material and use of social media to increase awareness related to the abovementioned themes. ▪ Vendors, Suppliers, Contractors, and workers can undergo a short

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
			awareness training with the themes of gender sensitization, child protection and creating safe spaces for student learning as well as sign a contract with the Department of Education/school or SMC ensuring safety and security of students. ▪ As an additional measure, school committees can undertake background check and verify the vendors and suppliers before signing contracts. ▪ Orientation of the SMC/SMDC members towards specific problems related to adolescent children and naming a SMC/SMDC member (preferably female) to address potential issues
Female-headed households	▪ Female-headed households are relatively poor, and children may not have access to quality education. WORLD BANK NECTAR projects will ensure that they have access to enhanced learning	▪ As female-headed households can belong to lower economic strata, access to technology and internet could be a challenge and children	▪ The school complexes selection can consider adoption of technologies that provide offline usage to ensure a holistic input of data as well as bright spots in remote

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
	environments as well as quality teachers, trained in dealing with career counselling, and adolescent behavioral challenges. ▪ Increase in learning outcomes may lead to an increase in career opportunities.	belonging to these households may not be able to keep up. ▪ In case of female-headed households being single-parent households, there will also be a greater risk of children with behavioral attitude problems which could be affecting their learning outcomes.	areas, thereby optimizing reach to those most vulnerable.
Individuals (parents) or CWSN	▪ Children from this category will benefit from teachers receiving training and exposure visits to states that have demonstrated success in the use of assistive technology and learning aids for CWSNs. This is likely to have a positive impact on empowering CWSN and reducing dependencies and related vulnerabilities. This will also enable higher chances of continuing education, participation in the labour force and higher standard of living.	▪ The lack of data on CWSN may misinform the intervention and may pose a risk of a problematic intervention that does not address the needs adequately.	▪ A set of consultations with parents of CWSN, specialists and teachers needs to be undertaken to understand the challenges at ground level. ▪ Ground-level mapping exercises need to consider problems and challenges faced by individuals and CWSN, including numbers and types. ▪ Ensure representation of individuals with special needs on committees formed

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
			as part of the project. ▪ Teacher training under component 2 to include inclusive learner-centric, and STEM opportunities for CWSN, as well as assistive technologies inspired by the NEP 2020.
Large families with 5 or more children	▪ Children from large families, particularly those belonging to lower economic strata may not have access to quality education as a result of increased division of resources or finances. Increasingly more schools will benefit from WORLD BANK NECTAR's hub schools with respect to performance and quality leading to better learning outcomes for children belonging to poor families.	▪ Motivating and/or incentivizing the community for ownership and accountability can be difficult and also lead to self-selection and non-inclusion of vulnerable adults from being a part of the same.	▪ Ensure representation from vulnerable groups in committees formed as part of the project. Advocacy and two-way communication measures must account for adequate voicing of their experiences, opinions, and suggestions to improve inclusivity in the project.
Children who have migrated for domestic work in peri-urban/urban areas	▪ World Bank NECTAR project may increase access to better learning opportunities and guidance in career counselling. ▪ The existence of quality schools near their homes could discourage parents from sending their children far away to urban areas for education and this may	▪ If the selection of school complexes is limited to urban/peri-urban areas, there are greater chances of children being sent to these areas for education in return of	▪ Ensure that selection of school complexes is not limited to urban/peri-urban areas. ▪ Ensure consultations with children and parents of children who migrate, to understand unique problems and challenges.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
	protect them from exploitation and abuse.	domestic work. ▪ Likelihood of WORLD BANK NECTAR projects not considering the home environment of children who live with guardians, away from homes.	▪ Increased access to safety mechanisms and professional help through the web-portal for anonymous complaints and rescue services.
Households below the poverty line	▪ Children from these vulnerable populations will gain more competent and committed teachers which will enable much more sustained learning environments and increase the chances of continued education for these groups. ▪ Improved teaching and learning of mathematics and science in School complexes will lead to increased transition rates for STEM streams at higher levels and higher chances for high-earning opportunities within and outside the state.	▪ Motivating and/or incentivizing the community for ownership and accountability can be difficult and also lead to self-selection and non-inclusion of vulnerable adults from being a part of the same. ▪ Lack of access to technology and infrastructure at home may cause an initial divide in the use and resulting learning outcomes as well as create behavioral risks and the risk of increased drop-out rates for vulnerable youth.	▪ The school complexes selection can consider adoption of technologies that provide offline usage to ensure a holistic input of data as well as bright spots in remote areas, thereby optimizing reach to those most vulnerable. ▪ Ensure representation from vulnerable groups in committees formed as part of the project. Advocacy and two-way communication measures must account for adequate voicing of their experiences, opinions, and suggestions to improve inclusivity in the project.

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
Population living in inaccessible and border areas (Mon, Tuensang, Longleng, Phek and Kiphire)	▪ Children from these vulnerable populations will gain more competent and committed teachers which will enable much more sustained learning environments and increase the chances of continued education for these groups ▪ Improved teaching and learning of mathematics and science in School complexes will lead to increased transition rates for STEM streams at higher levels and higher chances for high-earning opportunities within and outside the state	▪ Motivating and/or incentivizing the community for ownership and accountability can be difficult and also lead to self-selection and non-inclusion of vulnerable adults from being a part of the same ▪ Risk of non-inclusion due to lack of infrastructure and connectivity. Eastern and remote districts could have uneven access to ICT resources. Groups with low access to technology will risk non-inclusion in receiving certain information at similar times. ▪ Lack of access to technology and infrastructure at home may cause an initial divide in the use and resulting learning outcomes for vulnerable youth.	▪ The school complexes selection can consider adoption of technologies that provide offline usage to ensure a holistic input of data as well as bright spots in remote areas, thereby optimizing reach to those most vulnerable. ▪ Ensure representation from vulnerable groups in committees formed as part of the project. Advocacy and two-way communication measures must account for adequate voicing of their experiences, opinions, and suggestions to improve inclusivity in the project. ▪ Inclusion of these areas in the selection criteria for school complexes can mitigate the risk of non-inclusion to a certain extent. This might give a push to other development activities in the region as a positive externality. ▪ Creation of a physical and digital

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
			toolkit of solutions that can be incorporated in the school to harness the potential of technology solutions to mitigate time delay in receiving information and query responses. The technology solutions can be adopted for content delivery, blended learning, teacher training, online assessments, and capacity building specially to mitigate immediate impacts of COVID-19.
School Principals	▪ Improved relation between the principal, teachers, and students. ▪ Improved environmental management at school. ▪ Enhanced infrastructure for education. ▪ Responsible action is taken to better the environment. ▪ Improved learning standards. ▪ Access to a web-portal for anonymous complaints from vulnerable youth and girls.	▪ Inability for collection and reporting of data. ▪ Inability to implement EMF at the school level. ▪ The change in management structure may lead to a loss of local knowledge and management style.	▪ Data parameters to be established during the preparation of ESMP. ▪ Orientation program to provide guidelines for data collection and reporting. ▪ Periodic monitoring and support to be provided to schools. ▪ Access to web portal for anonymous complaints for vulnerable youth and girls.
PWD, Nagaland	▪ Infrastructural improvements at the state level	▪ Delay in procuring appropriate permission for	▪ Consultations to be conducted at periodic intervals with the

Stakeholders	Positive Impacts	Risk and Remarks	Mitigatory Measures
	▪ Support form department required for ease in implementation of the project	construction	department to ensure timely delivery
Forest Department, Nagaland	▪ Sub-project specific ESMPs will support the conservation of trees and biodiversity in non-forest areas.	▪ Delay in procuring permissions from the department for construction.	▪ The screening process to eliminate project activities on forest land. ▪ Module on biodiversity conservation can be integrated into the capacity building programs for teachers.
SDMA, Nagaland	▪ Improved implementation of Nagaland school safety policy. ▪ Improved resilience of the infrastructure in disaster-prone areas. ▪ Improved disaster preparedness of the school.	▪ Delay in conducting training at the school level.	▪ Period monitoring to be established for the schools. ▪ A module on disaster preparedness will be integrated into the capacity building programs for teachers.
NPCB	▪ Drives school Eco Club on creating awareness in sanitation and cleanliness. ▪ Comes out with regular publications and case studies on environmental issues like water use, wastewater etc.	▪ Lack of direct control on monitoring of the environmental issues in schools.	▪ Multi-stakeholder models to increase the involvement of the department in school maintenance towards water and air pollution.

5. Stakeholder Engagement Program

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

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

5.1. Life-skills for Adolescent Boys and Girls

Adolescent boys and girls in Nagaland are susceptible to several vulnerabilities such as substance abuse, violence, instability, and lack of direction. As a result, it becomes important to engage with them to understand their challenges and inculcate life-skills that are likely to mitigate risks of succumbing to some of the vulnerabilities. UNICEF and Breakthrough in their life-skills curriculum identified some of the characteristics typical to adolescent behavior:

- Limited self-awareness, self-esteem, self-respect, and self-confidence

- Girls may remain socially excluded and have limited decision-making abilities and powers in choosing education and livelihood, selecting a life partner, having children, managing household expenses etc.

- Girls may be subjected to age-old customs of child marriage, dowry, and gender discrimination due to lack of choice or say

- Boys may succumb to negative perception of what it means to be a man and end up taking risks, practice unhealthy behaviors like substance use; unsafe sexual practices; being physically and sexually violent

- Unavailability of safe space for boys and girls to talk openly, communicate and express on issues related to their life

- Communication gap between adolescents and adults on views and perceptions

Given these, it is necessary to create safe platforms for adolescents to express their thoughts and participate in decision making, especially where the issues concern their future and well-being. They must be enabled to exercise their right to mobility, resist and prevent gender-based violence, take decisions related to education, health, finance, and marriage.[6] Providing a platform for participation and expression will empower adolescents and encourage them to adopt positive and democratic practices towards realizing their vision and developing solutions. Some of the key themes for adolescent engagement that

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[6] UNICEF- Breakthrough Model Curriculum in Life-skills – Why are life-skills important

research has identified include the following. The project will likely have workshops organized to cover the following:

- Getting to know oneself, one's values, goals, strengths in life for creating new identities and aspirations for a better tomorrow

- Communications, assertiveness, conflict resolution, trust building, decision making, managing budgets and leadership skills for creating common strengths and model new behaviors drawn out of secure relationships and friends

- Action through group activities and events- adolescents become involved in conducting inter-generational and inter gender dialogue building

- Being able to identify and cope with violence, abuse, HIV, and trauma

5.2. Provision of Support Services (Career Counselling, Safety, Health, and Nutrition etc.) to all School Children

- Career counselling for adolescents will play a crucial factor in determining their future well-being. Lack of guidance has repeatedly been highlighted through the consultations and career counselling coupled with training on life-skills will be a step towards ensuring the well-being of adolescents. This could be done by placing female counsellors in schools and by undertaking their regular trainings.

- Awareness building through *anganwadi* workers and teachers about health, hygiene and nutrition beginning at an early age is likely to cause positive behavioral changes regarding health and likely to dissuade young adolescents from susceptibility to substance abuse and high-risk behavior.

5.3. Sensitization and training about social and school related issues for parents

- Aligning with the training on life-skills for adolescents, the implementation team will undertake consultations with parents on their perception about youth lifestyle and future. This will seek to bridge the gap between perception of parents and that of youth. It will also seek to help parents reflect on their role in building a stronger foundation and a conducive environment at home.

- Greater participation of parents will be sought with respect to career counselling and supporting children's career choices.

- The team will undertake development and dissemination of information regarding various themes that will help build awareness amongst parents about issues related to adolescents, particularly GBV/Sexual Exploitation and Abuse (SEA)/Sexual Harassment (SH) and Violence against Children (VAC). Through awareness building, the project will seek to engage the parents in a dialogue on creating safer spaces for children as well as spread knowledge about the prevalence of such incidences and ways to address them.

- Parents will be trained to use reporting and safeguard mechanisms facilitated by the project, state machinery and those by NGOs/CSOs.

- Consultations with parents on challenges of raising CSWN and awareness building

amongst them on education for CSWN will be undertaken. The consultations will help the team understand ground realities and help them gain parents' trust. Awareness building by specialists is likely to help parents address unique needs of their children.

▪ Parents will also be updated about the progress of the project at regular intervals to ensure transparency and accountability

5.4. Involving Community in the Project Implementation

▪ Awareness building amongst the community about the relevance of communitization of schools and the roles that community members can potentially play as guardians of public institutions. This activity may instill a sense of ownership amongst the community.

▪ Awareness-building amongst the community about the relevance of the NECTAR project and the potential impacts of its interventions. This activity will help build trust towards the implementation team and is likely to garner support for the interventions.

▪ Community members will be trained on democratic approaches for addressing any issues in the community and will also undergo sensitization about the importance of inclusive representation that goes beyond tokenism and democratic decision making, especially concerning children and vulnerable groups. The themes for sensitization may include awareness about challenges faced by poverty-ridden families, female-headed households, adolescent girls and boys and victims of violence and abuse. This activity will seek to create ambassadors for reforms in social and environmental issues. Special consultations with only vulnerable groups (women, children, residents of eastern districts of Nagaland) to understand their challenges in depth will be undertaken. This activity may aid in a more effective programme intervention.

▪ Awareness and sensitization amongst the community about issues of GBV/SEA/SH and VAC as well as environment, health and safety measures may help them formulate safeguarding mechanisms at the local level. It may also increase their sense of responsibility towards children and ensure reinforcement of existing safeguards.

▪ Awareness-building amongst the community about the roles of SMCs/SMDCs so that they can act as vigilantes in ensuring the performance of the committees and bring in greater accountability at the local level. Participation from community is likely to increase a sense of solidarity and boost performance.

▪ The community will also receive regular project updates to help them remain informed about the intervention.

5.5. Community Monitoring through Community Scorecards

The primary purpose of a community score card is to positively influence the quality, efficiency and accountability with which services are provided at different levels. This mechanism will provide a platform for dialogue between service providers and community.

The project intervention seeks to create clean/hygienic and safe spaces in school, improve the digital management of data, increased training of teachers and school leadership on pedagogy and access to new teaching materials. These pointers will act as direction guides

for the community scorecard. Status of school infrastructure, secondary enrollment rates, transition rates as well as educational outcomes at each grade will be monitored by the community. This is likely to increase the accountability of various stakeholders involved in operations and management of schools. Monitoring could also take place around issues of school management, number and quality of sensitization workshops organized on gender-based violence, adolescent behavior, and by-stander interventions for violence in the community, inclusion of adolescent boys and girls, women, younger children, and men in trainings and workshops, awareness programs on sexual health, menstrual hygiene, gender-based interventions, etc.

The community scorecard will be co-created by the implementation team and the community. The following are the broad steps towards its creation and implementation.

Step 1: Consultations will be undertaken to understand the barriers towards the achievement of goals associated with education (NECTAR's vision and mission).

Step 2: In collaboration with the community, the issues will be prioritized and indicators for monitoring will be developed.

Step 3: At regular intervals, the community will score the indicators, ideally through a mixed methods approach of objective scoring and qualitative substantiation.

Step 4: The project implementation team will conduct meetings with the community and SMC/SMDC members to formulate a strategy to overcome obstructions and ensure that activities are aligned with the objectives of the project.

Each project intervention village will be included in the process of creating the community score card and the actual scoring. The following is an illustrative list of indicators for the community scorecard. The list of indicators is not exhaustive and does not cover all areas of monitoring. Consultations with each community will feed into this list making it more robust.

S. No.	Indicator
1	Enrolment numbers
2	Enrolment numbers for girl students
3	Transition rates – e.g. primary to secondary
4	School dropouts
5	Incidences of GBV/SEA/SH/VAC
6	Learning outcomes
7	Teacher absenteeism
8	Training and awareness programmes for different kinds of stakeholders
9	Resolution of disputes
10	Availability of information at Information desks
11	Transparency in Committee operations
12	Inclusive representation on committee

S. No.	Indicator
13	School infrastructure, including health, hygiene and safety
14	Access to education
15	Availability of sanitation services
16	Availability of safeguards against GBV/SEA/SH/VAC
17	Responsiveness of authorities
18	Connectivity
19	Digital infrastructure
20	Awareness and training on sexual health for adolescents
21	Life-skills training, career counselling

The importance of community interventions in improving the educational outcomes for children through provision of safe spaces, involvement of community in sensitization about gender and adolescent issues and participation of stakeholders at all levels will be tracked and strengthened through the scorecard. Setting benchmarks for measurement of the above indicators at regular intervals will increase and build further on the community-led accountability systems for better school performance and improved educational outcomes for children.

The results of the scorecard will be used extensively to develop a dialogue between parents, community members and school staff. The output from the community scorecard process will act as an action plan for staff, community members and school users to help improve performance. To ensure a constant stream of feedback and monitoring, the scorecard will be populated bi-annually.

Table 6: Planned Stakeholder Activities

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
Department of School Education	▪ Liaise with relevant government authorities, review progress and undertake timely course corrections, collation and dissemination of best practices to ensure successful achievement of project objectives. ▪ Development of a web portal for receiving and redressing GBV related grievances. ▪ Annual students and parents' satisfaction surveys. ▪ Development of an overall ICT strategy to engage with stakeholders regularly.	▪ Project website, email, and telephonic conversations. ▪ Implementation support and supervision missions. ▪ Prior review of bids, mid-term, and final review. ▪ Project appraisal and review. ▪ Online and offline group consultations. ▪ Field missions and workshops.	Regularly or as needed. Project review meetings to be undertaken bi-annually or quarterly depending on project arrangements Routine meetings to be conducted at the DSE office.	PMU, DSE and World Bank officials
SCERT, NBSE, other state departments	▪ To monitor and review the progress of each project component, undertake timely course corrections, communicate relevant information to PMU and World Bank.	▪ Project website, email, and telephonic conversations. ▪ In-person; monthly/ quarterly meetings.	Monthly/ quarterly at the DSE/SCERT office, Community Premises	PMU, DSE

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
Teachers	- Development trainings on PD, career development, ICT, COVID-19 training etc. - Sensitization on youth issues including SRGBV, behavioural issues of adolescents and needs of CWSN. - Handling grievances and ensuring the safety of school-going boys and girls. - Application of web-based portal to register anonymous complaints regarding the instance of bullying and harassment.	- IEC materials communicated through social media and brochures. - Information desks at DIET centers and relevant NGOs and CSOs. - Online and offline group consultations and roundtable discussions. - Training and sensitization workshops. - Participation in filling scorecards	Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises	- SMCs/ SMDC - DIETs - SDEOs - PMU - PMC - DEOs
Students	- Training on life skills, career counselling and transition to the world of work, interventions to ensure safety and security of school campuses. - Application of web-based portal to register anonymous complaints regarding instances of bullying and	- IEC materials communicated through social media, youth-run organizations and creative mediums of expression. - Students and parents' annual satisfaction survey. - Information desks at DIET centres and relevant NGOs	Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises	- SMCs/ SMDCs - SDEOs - NGOs/CSOs working in relevant space - PMU - PMC

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
	harassment and grievance mechanisms. ■ Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators. ■ Sensitization workshops and training on safeguarding mechanisms on SRGBV, sexual abuse and violence against children.	and CSOs. ■ Online and offline group consultations and roundtable discussions. ■ Participation in filling score-cards		
Parents	■ Information on project components with special reference to behavioural attitudes, career counselling and transition to the world of work, interventions to ensure safety and security of school campuses ■ Application of web-based portal to register anonymous complaints regarding instances of bullying and harassment and grievance	■ IEC materials communicated through social media and brochures ■ Students and parents' annual satisfaction survey ■ Information desks at DIET centres and relevant NGOs and CSOs ■ Online and offline group consultations and roundtable discussions ■ Training and sensitization	Regular information dissemination conducted through social media platforms, group consultations and roundtable discussions in community premises	■ SMCs/SMDCs ■ SDEOs ■ NGOs/CSOs working in relevant space ■ PMU ■ Social Specialist, PMC

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
	mechanisms • Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators	workshops • Participation in filling score-cards		
SMCs/SMDCs	• Scope of the project and contact details of relevant authorities. • Training on reporting guidelines and mechanisms. • Sensitization workshops and training on safeguarding mechanisms on SRGBV, sexual abuse and violence against children. • COVID response training specific to schools.	• Project website, email, and telephonic conversations. • IEC materials communicated through social media and brochures. • Training materials and informational booklets. • Consultations and workshops conducted virtually or in person taking cognizance of COVID restrictions and safety measures. • Participation in filling score-cards	Meetings to be conducted at offices of District Education Departments and/or Districts and Village administrations Trainings pre-project implementation - COVID response, Orientation to project, reporting and monitoring mechanisms	• DEOs/SDEOs • PMU • Social Specialist, PMC
DEOs/SDEOs	• Scope of the project and contact details of relevant authorities.	• Project website, email, and telephonic conversations. • IEC materials	Meetings to be conducted at offices of District Education Departments	• NGOs/CSOs working in relevant space

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
	▪ Training on reporting guidelines and mechanisms. ▪ Sensitization workshops and training on safeguarding mechanisms on SRGBV, sexual abuse and violence against children. ▪ COVID response training on remote monitoring, digital-centric interventions and maintaining continuity of learning. ▪ Best practices associated with addressing issues of SRGBV/SEA/SH/VAC from other successful interventions in India.	communicated through social media and brochures. ▪ Training materials and informational booklets. ▪ Consultations and workshops conducted virtually or in person taking cognizance of COVID restrictions and safety measures.	and/or Districts and Village administrations Trainings pre-project implementation - COVID response, Orientation to project, reporting and monitoring mechanisms	▪ PMU ▪ Social Specialist, PMC
OIPs (External) Village Councils, relevant government departments and community at large	▪ Overall project and district-wise factsheets with activities, timing, progress/milestones, and employment opportunities. ▪ The community needs to be apprised about the intervention (trust-building).	▪ Project website and social media channels. ▪ Brochures at information desks and relevant NGOs/CSOs. ▪ Community meetings and group consultations.	Regular information dissemination conducted through social media platforms and group consultations in community premises	▪ DEOs/SDEOs ▪ PMU

Target Stakeholders	Topics of Engagement	Tools of Engagement and Mode of Disclosure	Frequency/Venue	Responsibility
	▪ Environment Health and Safety (EHS) guidelines mandated by the World Bank. ▪ Announcement of venue and timings for round tables, discussion forums and trainings, along with contact numbers of district-level facilitators. ▪ Awareness campaigns on training and sensitization towards vulnerable population.			

6. Project Implementation Arrangements

The project is led and managed by four constituent agencies of the Department of School Education, namely DoSE, SCERT, NBSE and the SSM. While the leading agency – DSE, will be responsible to implement respective components and sub-components, other agencies will also support and collaborate to achieve the desired results. The project implementation is managed at the following levels:

- At the State level, above four constituent agencies will collaborate with each other as well as with relevant departments of the government, NGOs and CSOs working in the region on similar focus areas. The PMU will work closely with these agencies and undertake charge for overall implementation, supervision, and monitoring of the project intervention, along with the Project Management Consultant (PMC).

- At the District and Block level, the project will be supported by DEOs and SDEOs to roll out community interventions, organize roundtables and discussions and perform the role of the first touch point for Grievance Redress and Feedback mechanisms.

- At the school level, SMDCs/SMCs will ensure effective training and capacity development as well as information dissemination to students, parents, teachers, especially those belonging to the vulnerable groups identified. The village council will also play a role in managing the project activities at the school level.

6.1. Roles and Responsibilities on Stakeholder Engagement

The PMU and the PMC will take responsibility for and lead all aspects of the stakeholder engagement. However, to implement the various activities envisaged in the SEP, the PMU will need to closely coordinate with other key stakeholders – other national and local government departments/agencies, the contractor along with sub-contractors, schools VDBs, and PAPs. The roles and responsibilities of these actors/stakeholders are described in the table below

Table 7: Responsibilities of Key Actors/Stakeholders in SEP Implementation

Actor	Stakeholder Responsibilities
PMU, DSE and PMC	▪ Prepare, update, and implement an inclusive SEP with special attention to vulnerable groups. ▪ Coordinate communicate and monitor implementation of SEP activities by other stakeholders. ▪ Set up a multi-level GRM to monitor and address grievances related to the project. ▪ Coordinate and supervise contractors/sub-contractors on carrying out SEP activities in adherence to the World Bank guidelines.

Actor	Stakeholder Responsibilities
	▪ Supervise and monitor activities conducted as part of the Gender Action and Vulnerable People's plan. ▪ Monitor and report on environmental and social performance to DSE, Government of Nagaland and the World Bank. ▪ Undertake periodic review meetings to assess the progress of the project and take course corrective actions, in consultation with DSE and the World Bank. ▪ Supervise and support communication and information dissemination to all PAPs and other stakeholders, with special attention to vulnerable groups.
DEOs and SDEOs (District and Block administrations)	▪ Conduct consultations, trainings, surveys, and other activities to ensure community participation and involvement during various stages of the project preparation and implementation. ▪ Ensure each of the vulnerable groups' voices are adequately represented in discussions and committees established under the project. ▪ Engage with NGOs and CSOs to develop targeted forums and platforms to voice the opinions/suggestions and address concerns of at-risk and vulnerable groups. ▪ Manage the grievance mechanism at the School complexes and communicate it to PMU and PMC regularly. ▪ Undertake regular feedback from community members and relay the same to the PMU and PMC. ▪ Disseminate information and collect feedback through existing networks within the local community and social media platforms.
Village Councils (VCs)	▪ Provide active support in administering and supervising engagements with the local community. ▪ Facilitate dialogues with teachers, students, and parents for meaningful and inclusive exchange of ideas and suggestions pertaining to the project. ▪ Provide input in developing successful interventions and mitigation measures. ▪ Provide support in implementing the Gender Action and Vulnerable People's plan. ▪ Disseminate information pertaining to project progress and other important disclosures to the community.

Actor	Stakeholder Responsibilities
Contractors/sub-contractors	▪ Ensure the safety of project-affected parties during construction activities. ▪ Disclose all relevant and important information to key stakeholders, using appropriate modes of communication and applicable languages. ▪ Inform local communities of results of periodic on-site environmental monitoring e.g. noise, vibration, water quality monitoring etc.
National/State Government Departments - Department of Women and Child Development, SRCW, Department of Tribal Affairs, Department of Social Welfare, Public Works Department	▪ Participate in the implementation of some activities in the SEP. ▪ Support consultations, trainings, surveys, and other activities to ensure community participation and involvement during various stages of the project preparation and implementation. ▪ Provide input in developing effective interventions suited to the unique needs of vulnerable groups identified. ▪ Facilitate dialogues with community members for meaningful and inclusive exchange of ideas and suggestions pertaining to the project.
SMCs/SMDCs	▪ Attending, voicing opinions, and providing suggestions for effective implementation of the project. ▪ Support in identifying at-risk and vulnerable students and ensure parent involvement. ▪ Pilot innovative interventions at the school level and provide suggestions on improvements. ▪ Support in implementing the Gender Action and Vulnerable People's plan. ▪ Support M&E activities conducted at the school level. ▪ Ensure each of the vulnerable groups' voices are adequately represented in discussions and committees established under the project. ▪ Create a safe, inclusive, and enriching environment for students and handle complaints and incidences of bullying, violence, and harassment in a fair and transparent manner.

Actor	Stakeholder Responsibilities
NGOs and CSOs	▪ Provide support in developing and implementing effective interventions suited to the unique needs of vulnerable groups identified. ▪ Facilitate dialogues with teachers, students, and parents for meaningful and inclusive exchange of ideas and suggestions pertaining to the project. ▪ Undertake periodic surveys to understand the perception of community and suggestions to strengthen the project. ▪ Support in implementing the Gender Action and Vulnerable People's plan.
Affected Municipalities, Local Communities, and PAP	▪ Attending, voicing opinions, and providing suggestions for effective implementation of the project. ▪ Lodge their grievances using the GRM. ▪ Provide honest and accurate responses to surveys and feedback requests of district-level officials and other actors to strengthen the project for effective and successful achievement of outcomes.

6.2. Stakeholder Engagement and Communication Strategy

Public and Community Meetings

Building upon the strong traditional institutions and governance systems, the Nagaland government initiated "Communitisation of Public Institutions and Services Act (2002)" to foster a strategic partnership between the government and the communities. The Act seeks to enhance community participation, responsibilities, and ownership in the public service delivery system in the state. With regards to Education, the Communitisation Act has generated awareness and mutual understanding that parents, guardians, and society at large are responsible for developing an effective education delivery system. NECTAR will develop effective communication channels and pathways to engage with direct project beneficiaries and other affected parties consistently. Leveraging on the Communitisation Act, public meetings can be channelized as an effective mode of not only presenting project information to a large group, but also to gauge their feedback and suggestions to strengthen the project, foresee and mitigate bottlenecks during implementation.

Linkages with VDB Meetings

Community meetings serve as a focal point to include diverse perspectives of community members, including vulnerable populations, to build lasting change through communities of practice. Issues related to various aspects of school education will be included in the agenda of the monthly VDB meetings. This will be done only after sufficient prior notice is given to direct beneficiaries of the project, especially parents and youth. Minutes of these meetings can be recorded and circulated through offline and online channels to all stakeholders.

Smaller and targeted in-person meetings with specific groups can help gather in-depth and qualitative information which would not have been communicated through standardized surveys or due to general reluctance of community members to share their opinions on sensitive issues.

Mass/Social Media Communication (including development of a web-based portal)

NECTAR project would entail development of a micro-site for disclosure and dissemination of all relevant and important project-related information, accessible to public throughout the project period in English and Nagamese. A communication expert will be engaged on the project in order to post information on the dedicated project website as well as social media platforms like Facebook and Instagram since they appear to have a large outreach across project affected communities in Nagaland. The project may also look at deploying a one-way update channel through WhatsApp for mass dissemination of common information to community members. The project will also develop ways to engage with parents, teachers, and other stakeholders to continue blended learning methods and usage of digital mediums of learning to mitigate the impacts of COVID-19.

For circulation of district-specific information such as minutes of meetings and announcements of roundtables and events etc., district-specific groups can be made on Facebook with school leadership & teachers, SDEOs, DEOs, members of SMC/SMDC, and representatives from each vulnerable group along with common representatives from PMC, PMU and the World Bank. Further, NGOs and CSOs can also disseminate information through their existing offline and online networks.

Students and Parents' Annual Satisfaction Survey

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

Communication Materials

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

The spectrum of information covered through these mediums may include:

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

trainings, along with contact numbers of district-level facilitators

- Awareness campaigns and individual brochures on sensitization towards vulnerable population

- Best practices and lessons learnt etc.

Project information for Local Representatives

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

Challenges of COVID-19 and Stakeholder Engagement

Due to the pandemic, there may be restrictions in conducting in-person classes, mass gatherings for events and meetings and construction activities which may affect, in the short-term, the dissemination of information mentioned above. In lieu, certain short-term pivots and adjustments can be made to the information dissemination plan to ensure safety of affected parties and staff members, without compromising on project progress. The PMU can undertake the following activities:

- At the state level, PMU to review the COVID-19 spread in the project area and the restrictions put in place by the government to contain virus spread every week to issue guidelines to be followed by implementation staff.

- Forms of engagement proposed in the SEP to be assessed for potential risks of virus transmission in conducting various engagement activities and only those that are found to be of low-medium risk must be undertaken, while following all WHO and government-mandated guidelines.

- Public gatherings must be avoided with a push for communication on social media platforms. The project may employ digital and traditional channels of communication (social media platforms such as Facebook, Instagram, WhatsApp, TV, newspaper, radio, and dedicated phone-lines) as much as possible.

- For communities that may not have access to online channels or do not use them frequently, SMS-based services can be employed to ensure inclusivity, especially for vulnerable groups. The project can also look at other offline technologies to bridge the knowledge gap which is heightened for vulnerable groups amid the pandemic.

- Smaller and targeted meetings can be conducted, either through online channels such as WebEx or through consultations with smaller groups in-person in remote, the minutes of which can be digitized and circulated through defined channels.

- In situations where it is determined that meaningful consultations that are critical to the conduct of a specific project activity cannot be conducted in spite of all reasonable efforts, the proposed project activities to be postponed for reasonable time in view of the virus spread risks, in accordance with the COVID-19 situation in Nagaland and the government mandate.

Information Desks

Information Desks can be established in each district/DIET to provide community members with information on stakeholder engagement activities, Grievance Addressal Mechanism and associated form(s), construction updates, contact details of the PMU and World Bank representatives. Information desks can be set up in DIETs or other easily accessible places where stakeholders can meet and share information about the project with PAPs. Brochures and fliers published on social media platforms will be made available in print, for reference and circulation at information desks.

For easier accessibility to vulnerable populations such as women and adolescent girls and CWSN, information kits will be provided to NGOs and CSOs working in Nagaland in relevant focus areas. Youth organizations can be mobilized to disseminate information to inaccessible and remote areas where they might have existing networks.

6.3. A Strategy to incorporate the Views of Vulnerable Groups

In order to ensure the project is successful in achieving outcomes for those most affected, it becomes integral to ensure equity of the programme, taking into consideration the voices, experiences and impressions of every tribe and vulnerable group identified. The program must devise targeted strategies, assess differential impact of each activity under the project for identified vulnerable group and collect disaggregated data for these groups by gender, age, district, and school.

Table 8: Activities to be conducted to ensure Vulnerable Group Mainstreaming Approach

Stages of Project Cycle	Activities conducted to ensure Vulnerable Group Mainstreaming Approach
Project identification, preparation, and design	Conduct a rapid assessment to identify and quantify potential issues of vulnerable groups and impacts affecting access, risks, benefits, and participation.
	Include all social/disadvantaged groups affected by the project in stakeholder consultations. Any mechanism established during the project design, such as grievance mechanisms, should have adequate representation of these groups.
	Identify vulnerable group-specific constraints in receiving information and providing feedback and complaints on the project and develop modes of participation based on preference and convenience of the different groups.
	Use separate focus groups to enable vulnerable group members to voice their views without hesitation and fear of judgement, e.g. smaller and gender specific FGDs where women and girls are comfortable to speak up.
	Develop differentiated approaches for addressing the vulnerable group-related issues identified and creating opportunities for equal access to project benefits for all these groups, including training, organizational capacity building, targets for at-risk youth's participation etc.

Stages of Project Cycle	Activities conducted to ensure Vulnerable Group Mainstreaming Approach
	Develop indicators for measuring the progress of at-risk groups-related issues within the relevant project components (e.g. institutional arrangements, benefits, awareness consultations, complaint handling).
Implementation	Development of training material on sensitization towards vulnerable population including Adolescent Boys and Girls, CWSN and disadvantaged households.
	Provision of psychosocial counselling and support services (including career planning, life skills, safety, health, and nutrition etc.) to school-going children.
	Engaging local NGOs and CSOs who work with vulnerable people at the community level to help disseminate information and organize consultations.
	Ensure adequate social group balance in teams IAs.
	Periodically collect information on vulnerable groups' perceptions of positive and negative impacts of the project and how negative effects can be mitigated.
	Collect quantitative information: Participatory methodologies (e.g. participatory rapid appraisal).
	Collect qualitative information that cannot be collected through surveys (socio-cultural norms, behavioural questions, participatory action research).
M&E	Develop vulnerable group-specific results indicators for monitoring.
	Conduct systematic follow-up to ensure that policy reforms and vulnerable plan actions are implemented; routine monitoring and reporting; at-risk youth-sensitive indicators and vulnerable groups-related risks must be included in project logical frameworks.

6.4. Information Disclosure

The final draft of the SEP will be disclosed on the project's website and shared with all DEOs, SDEOs, School Principals/Headmasters as well as with the SMC/SMDC members. The SEP will be disclosed in all appropriate languages and will be publicly accessible throughout the project implementation period. All updated versions will also be re-posted on the project portal.

All future project related environmental and social monitoring reports and progress updates will be disclosed on the project webpage. Further, an easy-to understand guide to the terminology used in the environmental and social reports or documents can also be provided on the website. The website must also have details about the GRM and electronic grievance submission form, accessible both through online and hardcopy versions with the SMCs/SMDCs, SDEOs and DEOs.

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

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

6.5. Estimated Budget

A tentative budget for implementing the SEP over five years is attached in Table 9. The stakeholder engagement activities featured below cover a variety of environmental, social and expropriation issues, which may be part of other project documents, so it is possible that they have also been budgeted in other plans. However, the table below summarizes all the stakeholder engagement activities in one place for better coordination and monitoring. PMU will review this plan every six months to determine if any changes to stakeholder classification or engagement are required. If so, the plan will be updated, and a new revision distributed. The budget will be revised accordingly.

Table 9: SEP - Estimated Budget (5 years)

S. No.	Stakeholder Engagement Activities	Quantity	Unit Cost (INR)	No. of years	Total cost (INR)
1	Development of a web-portal to interact with stakeholders	-			10,00,000
2	Travel expenses of staff	-	10,000 per month	5	6,00,000
3	Communication materials (leaflets, posters, PR kits including design)	-		5	25,00,000
4	Public/community meetings (one per year)	1*2000 schools	1,000	5	100,00,000
5	Mass/ Social Media	5	15,00,000		75,00,000
6	Trainings (Social issues, outreach, GRM, etc.) for PCU, Districts Education Departments.	5 trainings with 25 participants	400 per participant		50,000
Total					**216,50,000**

❖ Other costs associated with staffing, day-to-day operations, expenses for establishing and maintaining systems etc. have been considered in the over-all project costing.

7. Grievance Redress Process

7.1. Beneficiary Feedback and Grievance Redress

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

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

7.2. The Project GRM

During the initial stages of the project, the affected persons will be given copies of grievance procedures as a guide on how to handle the grievances.

The project will establish a GRM which would function at three levels to receive, evaluate, and facilitate the resolution of concerns, complaints and grievances of the people affected by the project. The first level of redress will be at the block level followed by district and state level. SDEOs and DEOs will play a crucial role in managing the redress system. The third level will be at the state. The PD, DSE will be the overall in charge of the redress mechanism. In this mechanism, beneficiaries and citizens can turn to register any grievances on all issues related to the NECTAR project.

Table 10: Grievance Management Matrix

Grievance procedures	LFP for each level	Grievance Form	Procedures for Grievance Management	Time for Consideration of Grievance
First Level: School Level (Students)	Female Counsellor at the block/ sub-district level	Verbally or on the phone/written (Anonymous/ Confidential complains received via the online portal will be considered too)	The student(s) and/or parent(s) can approach the SMC parent representative (mother) /trusted teacher within the school for any complaints regarding any kind of misconduct. In case, the matter cannot be adequately dealt then it can be escalated to the block level.	15 days

Grievance procedures	LFP for each level	Grievance Form	Procedures for Grievance Management	Time for Consideration of Grievance
First Level: School Level (Teachers)	SMC/ SMDC/ SDEOs of the Village/ Block	Verbally or on the phone/ written (Anonymous/ Confidential complains will be considered too)	For any grievance of the teachers or one related to a student that needs to be escalated beyond the school level, the teachers can approach the SMC/SMDC members or/and the SDEO. If the aggrieved person is not satisfied or if needed, the issue can be escalated to the district level.	15 days
Second Level: Block level	DEOs	Verbally or on the phone/ written (Anonymous/ Confidential complains will be considered too)	If there is a grievance at the block level which is either in the process of escalation or emerging out of the block office, the DEO can be approached. The DEO will be the nodal Grievance Officer at the District Level responsible for receiving, tracking, and resolving grievances from the stakeholders. The DEO will be assisted by Social Specialist of the PMC. If the grievance remains unresolved or not to the satisfaction of an aggrieved person within 15 days of receiving the grievance, the grievance will be escalated to the state level.	15 days
Third Level: District level	DEO/ District commissio ner	Verbally or on the phone/ written (Anonymous/ Confidential complains will be considered too)	If there is a grievance at the district level which is either in the process of escalation or emerging out of the district office, the DEO and consecutively the District Commissioner (DC) can be approached. If the grievance remains	15 days

Grievance procedures	LFP for each level	Grievance Form	Procedures for Grievance Management	Time for Consideration of Grievance
			unresolved or is not to the satisfaction of the aggrieved person within 15 days of receiving the grievance, the grievance will be escalated to the Project Director.	
Fourth Level: State Level	DEO/ District Commissioner	Verbally or on the phone/ written (Anonymous/ Confidential complains will be considered too)	At the state level, the Principal Director (PD) of NECTAR will be the ex-officio, senior-most official to act as the Grievance Officer of the whole project. The PD will hold quarterly reviews of the functioning of the GRM. The Social Specialist will assist the PD in the resolution of grievances. The grievance should be resolved within 15 days of receiving the grievance and the complainant should be notified of the decision and a way to appeal if they so desire.	15 days

All grievances received from the PAPs will be registered online on a Google Document and/or in a logbook, which should be available at all levels with the respective offices. The PAPs will have the right to file complaints and queries on any aspect of the project components. PMU will be responsible for establishment of GRM during the project implementation and act as the GRM secretary to make sure that the GRM is operational to effectively handle environmental and social concerns of project affected persons. PMU will ensure that grievances and complaints are addressed in a timely and satisfactory manner. All possible avenues are made available to the PAPs to resolve their grievances at the project level. Under the proposed project level grievance mechanism, affected parties may appeal any decision, practice or activity connected with the project.

Every grievance shall be tracked and assessed if any progress is being made to resolve them. The project M&E information system should also include indicators to measure grievance monitoring and resolution.

At the final stage, each complainant shall be informed about the results of investigations and the actions taken. In addition, the generalized report will be developed considering type

of complaints and actions taken. This report and feedback will be sent to complainant directly (if his or her identity is known) and/or posted on project website, telegram groups or local newspapers. The project should also inform GRM users about their right to an appeal if they are dissatisfied with the decision, specifying both internal and external (e.g., judicial review, ministries) review options.

7.3. Central Point of Contact – PMC/PMU

The point of contact regarding the stakeholder engagement program will be the Project Director, PMC who will be nominated after the start of the project and below table will be updated:

Description	Contact details
Name	Mr. Shanavas C. Principal Director, Department of School Education
Address	Government of Nagaland Upper Bayavu Hill, Kohima – 797001, Nagaland, India
Email	shanavas.c@ias.nic.in
Telephone	+91-370-2260044

7.4. Additional Mechanisms - World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by a World Bank supported project may submit complaints to existing project-level GRM or the World Bank's GRS. The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WORLD BANK's independent Inspection Panel which determines whether harm has occurred, or could occur, as a result of WORLD BANK non- compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate GRS, please visit http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

7.5. Monitoring and Reporting

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

▪ Sufficient resources to undertake the engagement

▪ Inclusivity (inclusion of key groups) of interactions with stakeholder

- Promotion of stakeholder involvement

- Sense of trust in DSE shown by all stakeholders

- Clearly defined approaches

- Transparency in all activities

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

- During the engagement activities: short-term monitoring to allow for adjustments/ improvements to be made during engagement

- Following completion of all engagement activities: review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented

7.6. Review of Engagement Activities in the Field

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

- Stakeholder database

- Meeting records of all consultations held

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

7.7. Reporting Stakeholder Engagement Activities

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

Evaluation of performance will be assessed based on the extent to which the engagement activities and outputs meet those outlined in this SEP. In assessing performance, the following will be considered:

- Materials disseminated: types, frequency, and location

- Place and time of formal engagement events and level of participation including specific stakeholder groups (e.g. women, youth, community leaders)

- Number of people attending public or formal meetings

- Number of comments received on specific issues, type of stakeholder, and details of feedback provided

- Numbers and type of stakeholders who meet the Project team by mail, telephone, and any other means of communication

- Meeting minutes, attendance registers and photographic evidence

- Comments received by government authorities, community leaders and other parties and passed to the Project

- Numbers and types of feedback and / or grievances and the nature and timing of their resolution; and the extent to which feedback and comments have been addressed and have led to corrective actions being implemented

7.8.   Monthly, Quarterly and Annual Reports by Implementing Agency

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

7.9.   Quarterly E&S Compliance Reports to the World Bank

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

Annexure

Example - Grievance Form

Grievance Form			
Grievance reference number (to be completed by GRM Focal Point):			
Contact details (may be submitted anonymously)	Name (s):		
	Address:		
	Telephone:		
	Email:		
How would you prefer to be contacted (check one)	By mail/post: ☐	By phone: ☐	By email ☐
Preferred language	☐ English	☐ Nagamese	☐ other_____
Provide details of your grievance. Please describe the problem, who it happened to, when and where it happened, how many times, etc. Describe in as much detail as possible.			
What is your suggested resolution for the grievance if you have one? Is there something you would like Employment Services Center or another party/person to do to solve the problem?			
How have you submitted this form to the project?	Website ☐	Email ☐	By hand ☐
	In person ☐	By telephone ☐	Other (specify) ☐
Who filled out this form (If not the person named above)?	Name and contact details:		
Signature			
Name of Focal Point person assigned responsibility			

Resolved or referred to GRC1?	☐ Resolved	☐ Referred	If referred, date:
Resolved or referred to GRC2?	☐ Resolved	☐ Referred	If referred, date:
Completion			
Final resolution (briefly describe)			
	Short description	Accepted? (Y/N)	Acknowledgement signature
1st proposed solution			
2nd proposed solution			
3rd proposed solution			