



**Commonwealth of Dominica  
Ministry of Education, Human Resource Planning,  
Vocational Training and National Excellence**

# **STAKEHOLDER ENGAGEMENT PLAN FOR**

**The Windward Islands Sector Transformation  
for Learning Enhancement  
(WISTLE) - DOMINICA**

**APRIL 2025**

## Table of Contents

1. INTRODUCTION/PROJECT DESCRIPTION.....	<a href="#">21</a>
2. OBJECTIVE/DESCRIPTION OF SEP.....	<a href="#">32</a>
3. STAKEHOLDER IDENTIFICATION AND ANALYSIS .....	<a href="#">32</a>
<b>3.1 Methodology</b> .....	<a href="#">32</a>
<b>3.2. Affected parties and other interested parties</b> .....	<a href="#">32</a>
<b>3.3. Disadvantaged/vulnerable individuals or groups</b> .....	<a href="#">43</a>
4. STAKEHOLDER ENGAGEMENT PROGRAM .....	<a href="#">54</a>
<b>4.1. Summary of stakeholder engagement done during project preparation</b> .....	<a href="#">54</a>
<b>4.2. Summary of project stakeholder needs and methods, tools, and techniques for stakeholder engagement</b> .....	<a href="#">54</a>
<b>4.3. Stakeholder engagement plan</b> .....	<a href="#">54</a>
<b>4.4. Reporting back to stakeholders</b> .....	<a href="#">109</a>
5. RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTING SEP ACTIVITIES .....	<a href="#">109</a>
<b>5.1. Resources</b> .....	<a href="#">109</a>
<b>5.2. Management functions and responsibilities</b> .....	<a href="#">1110</a>
6. GRIEVANCE MECHANISM.....	<a href="#">1110</a>
<b>6.1. Background</b> .....	<a href="#">1110</a>
<b>6.2. Aim and Scope of GRM</b> .....	<a href="#">1211</a>
<b>6.3. Structure for implementation</b> .....	<a href="#">1211</a>
<b>6.4. Complaint Process</b> .....	<a href="#">1211</a>
<b>6.5. Gender-Based Violence(GBV)/Sexual Harassment(SH)/Sexual Exploitation and Abuse (SEA)</b> .....	<a href="#">1312</a>
<b>6.6. Summary of Actions for GBV/SEA/SH</b> .....	<a href="#">1312</a>
<b>6.7. Resolution Framework</b> .....	<a href="#">1413</a>
<b>6.8. Continuous Improvement</b> .....	<a href="#">1413</a>
<b>6.9. Structure for handling grievance</b> .....	<a href="#">1413</a>
7. MONITORING AND REPORTING .....	<a href="#">1514</a>
<b>7.1. Summary of how SEP implementation will be monitored and reported</b> .....	<a href="#">1514</a>
<b>7.2. Reporting back to stakeholder groups</b> .....	<a href="#">1514</a>
ANNEX 1: Stakeholder Matrix and details of consultation meetings.....	<a href="#">1615</a>
ANNEX 2: STATEMENT OF ENDORSEMENT.....	<a href="#">1918</a>
ANNEX 3. Endnotes .....	<a href="#">2019</a>

# STAKEHOLDER ENGAGEMENT PLAN (SEP)

## MARCH 2025

### 1. INTRODUCTION/PROJECT DESCRIPTION

The Windward Islands Sector Transformation for Learning Enhancement (WISTLE) is a US\$10 million grant project funded by the Global Partnership for Education (GPE) and proposed for implementation in Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. Its main objective is to implement education priority reforms to achieve education sector transformation as identified in each of the countries' partnership compacts, while leveraging regional synergies. The Project will achieve its development objective through the implementation of five components: (i) Enhanced Curriculum and Diverse Pathways for Inclusive and Relevant Education Delivery in Dominica.; (ii) Enhanced Lower-Secondary Curriculum and Assessment Strategy in Grenada; (iii) Enhanced System Resilience and Management for Inclusive and Quality Education Delivery in Saint Lucia; (iv) Technology Integration for Enhanced Education in Saint Vincent and the Grenadines; and (v) Regional Collaboration and Project Management.

WISTLE - Dominica project aims to develop, implement, and sustain a comprehensive, inclusive, and equitable curriculum by integrating technology, life skills, technical and vocational education and training (TVET), Arts and resilience education; and to serve the needs of all students, in both general and special education settings<sup>1</sup>. WISTLE – Dominica comprises the following components:

**Subcomponent 1. Lower-Secondary Curriculum Development.** This subcomponent is to design a quality, relevant, and inclusive lower secondary curriculum, with appropriate links at the primary and upper secondary levels, to facilitate successful transition into and through secondary. It will integrate competencies in areas of national importance, include functional academic options for students with special needs and provide guidelines aligned with the new curriculum for student assessments at the school and system levels. (PAD, January 2025).

**Subcomponent 2. Curriculum Implementation.** This subcomponent is to build the capacity of Dominica's education system to successfully implement the lower secondary curriculum. It will fund specific resources to support delivery, specialized training programs in TVET and Special Education to build additional capacity and support sustainability of the initiative, as well as the digitalization of the curriculum. (PAD, January 2025).

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

## 2. OBJECTIVE/DESCRIPTION OF SEP

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

## 3. STAKEHOLDER IDENTIFICATION AND ANALYSIS

### 3.1 Methodology

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

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

### 3.2. Affected parties and other interested parties <sup>2</sup>

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project. Specifically, the following individuals and groups fall within this category:

- Principals and Assistant Principals
- Heads of Department
- Aspiring principals
- Education Officers (Curriculum, District Education Officers, Learning Support Advisors, Special Education Officers, Counsellors, TVET Officers)
- National TVET Council
- Teachers
- Students (general body)
- Students with special educational needs
- Parents

The projects' stakeholders also include parties other than the directly affected communities, including:

*Non-governmental organizations:*

- Dominica Association of Persons with Disabilities
- National Commission for Persons with Disabilities
- Dominica Association for the Mentally Handicapped
- Dominica Association of Teachers
- Public Service Union
- School Boards
- Social Centre
- Centre Where Adolescents Learn to Love and Serve and other Second Chance Programs

*Training Institutions:*

- Dominica State College
- University of the West Indies Global Campus
- Mico College University

*Line Ministries:*

- Ministry of Health, Wellness and Social Services
- Ministry of Finance
- Youth Development Division
- Adult Education Division
- Establishment, Planning and Training Department

*Private sector/Industry:*

- Various businesses to support TVET and Special Educational Needs (SEN) transitioning programs.

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

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

- Children with disabilities and their families (*they participate in but have inadequate access to education. They were included in prior consultations*)
- Unemployed single-parent families (*they participate in and access to education as all other students and the rest of the population*)
- Indigenous population (*They participate in and have access to education as all other students and the rest of the population. Students, parents, and families of the Kalinago were invited to stakeholder consultations as the rest of the population. There are two primary schools within the Kalinago territory, and two secondary schools just outside the territory that serves the population. The Kalinago people, as well as their children are integrated into society and schools as any other person. The Indigenous Peoples Council and the Ministry of Kalinago Affairs are yet to be consulted and have been included as a priority stakeholder in the SEP*).

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

## **4. STAKEHOLDER ENGAGEMENT PROGRAM**

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

Consultations on priority reforms in education were conducted during the year 2024 with the various stakeholders as itemized under section 3.2. These were necessary to raise awareness of the project; ensure that the project design was aligned with stakeholders' expectations and to get their endorsements and buy-in.

A first round of public consultation meetings was held from January 23 to 26, 2024 at the La Flamboyant Hotel in the city of Roseau. Seven consultation groups were consulted over the 4 days with 96 or 45% of the people invited attending the meetings. They included Ministry of Education officials, principals, teachers, students, parents, officers from Line Ministries, and persons from Industry, Non-governmental Organisations, Unions and School Boards. The purpose of these initial consultations was to (1) Present and validate the selected priority reform, (2) present and validate the draft Theory of Change, (3) further analyse the enabling factors, and (4) obtain the endorsement from the stakeholders of the priority reform.

A second round of consultation meetings was held from April 23 to 26, 2024 at the Prevost Cinemall Conference facility in Roseau. Six (6) groups were consulted over the 4 days with 47 or 54% attendees. These meetings were held to seek the commitment and endorsement of the stakeholders for the Enabling Factor Analysis, Theory of Change, Priority Reform and Partnership Compact. All stakeholders consulted supported the Reform Priority as presented by the Technical Working Team and expressed their commitment to working with the Ministry of Education during the different phases of the project. Those who were previously consulted acknowledged the fact that their suggestions were considered in the review and revision of the Theory of Change and the Reform Priority Statement. (Refer to Annex 1 for details of consultations).

While the project does not have a large environmental footprint, there are social impacts as the education system transformation is expected to impact positively throughout the communities. During the preparatory phase, stakeholders participated in an Enabling Factors Analysis and discussed potential risks and mitigation measures. However, work is expected on the assessment of the social impact.

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

Different engagement methods are proposed and cover different stakeholder needs including formal meetings with structured agendas; focus group discussions; one-on-one interviews; briefings to the Senior Management Team/Task Force/Cabinet of Ministers; conferences/seminars/webinars/surveys; print, audio and visual media. The Stakeholder engagement plan provides the details.

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

The plan will be managed by the Project Coordinator of the Project Implementation Unit with support from the Government Press Secretary following the communication strategy guidelines of the Government of Dominica. Note that the Permanent Secretary must give prior approval for any public engagement activity.

<b>Project Stage</b>	<b>Estimated Date/Time Period</b>	<b>Topic of Consultation/ Message</b>	<b>Method Used</b>	<b>Target Stakeholders</b>	<b>Responsibilities</b>
<i>STAKEHOLDERS WITH HIGH LEVEL OF INFLUENCE AND IMPACT: To be kept informed, involved in decision making, provide encouragement, support and incentives where necessary (Project-affected parties)</i>					
Start of project	<i>By September 2025</i>	Launching of the project	multi-stakeholder forum Banner Media coverage	Representatives from all stakeholder groups	Permanent Secretary (PS) Chief Education Officer
Project life cycle	<i>Quarterly meetings and when needed</i>	Updates of project activities	Formal meeting Reports	Steering Committee	Permanent Secretary
Project life cycle	<i>Quarterly meetings and when requested</i>	Updates on project activities	Meetings reports	Project Task Force	Chief Education Officer
Project life cycle	<i>At the request of Cabinet</i>	Updates of project activities	Meetings briefings Weekly bites Reports	Cabinet of Ministers	Minister and PS
Project life cycle	<i>Monthly for technical purposes Quarterly &amp; As needed for updates</i>	Technical guidance such as writing of curriculum Updates on project activities	Meetings reports	Ministry of Education staff	Chief Education Officer Project Coordinator
Project life cycle	<i>Monthly &amp; As needed</i>	Financial updates of project activities	Provide them with financial reports.	Ministry of Finance	Permanent Secretary Financial Management Focal Point
From year 2 to Life of Project	<i>As needed</i>	Updates and discussion related to recruitment.	Meetings interviews	Establishment, Planning and Training Department (EPTD)	Permanent Secretary Chief Education Officer
Project life cycle	<i>When applicable</i>	Relevant information on the Reform	Meetings Relevant print & social media	Line Ministries (Youth Division, Social Welfare,	Permanent Secretary Chief Education Officer

			(emails, letters, brochures, newsletter)	Ministry of Health)	
Project life cycle	<i>Quarterly &amp; As needed</i>	Engagement with the development of the TVET curriculum. Engagement with the private sector and industry.	one-on-one interviews Formal Meetings	National TVET Council	Permanent Secretary on issues of policy & CEO and Project Coordinator on issues of technical support
Project life cycle	<i>Annually &amp; As needed</i>	To provide information to (1) ensure transparency and accountability and (2) influence policy and plans, (3) generate support for certification for TVET programs and transition for SEN.	Stakeholder advisory panel Meetings Relevant print & social media (emails, letters, brochures, newsletters)	Private Sector/ Industry	Permanent Secretary Chief Education Officer
Project life cycle	<i>End of each school term Annually &amp; As needed</i>	To provide updates on the project to: (1) ensure support for design, implementation and monitoring of the reform. (2) promote /sustain organizational learning	Reports Meetings Conferences Seminars Webinars Social media	Principals /Deputy principals Aspiring principals	Chief Education Officer District Education Officers
Project life cycle	<i>End of each school term, Monthly &amp; As needed</i>	To provide updates on the project to: (1) ensure support for design, implementation of the reform (2) promote /sustain	Reports Meetings Conferences Seminars Webinars Social media	Teachers	Chief Education Officer District Education Officers Project Coordinator Curriculum Writing Team Leaders

		organizational learning			
Project life cycle	<i>At least once per term and As needed</i>	To provide updates to improve implementation and to influence policy and plans	PTA Meetings Focus groups Interviews Social media Newsletters Brochures infographics	Parents with and without children with disabilities	Chief Education Officer Project Coordinator District Education Officers Curriculum Officers
Project life cycle	<i>Annually and As needed</i>	To seek input for the curriculum	Focus groups Social media Videos Photographs Brochures Infographics newsletters	Students	Project Coordinator District Education Officers Curriculum Officer
<i>STAKEHOLDERS WITH HIGH LEVEL OF INFLUENCE BUT LOW TO MEDIUM IMPACT: to be kept informed and consult to gauge/manage opinions. (Other interested parties)</i>					
Project life cycle	<i>Annually</i>	To provide information on project activities.	Brochures fact sheets	Parliamentary opposition	Permanent Secretary
Project life cycle	<i>Annually</i>	To provide information on project activities and to seek engagement and support for the reform.	Brochures / fact sheets / Radio / TV / other social media programs	Unions (Dominica Association of Teachers, Public Service Union, Trade Unions)	Permanent Secretary Chief Education Officer
Project life cycle	<i>When needed</i>	Providing updates on project activities Assistance with training needs Assistance in monitoring the efficiency and effectiveness of the reform	Meetings One-on-one interviews Relevant print & social media (emails, letters, brochures, newsletters,)	Dominica State College and other tertiary institutions	Chief Education Officer Project Coordinator
Project life cycle	<i>When needed</i>	Engagement with the development of the TVET curriculum.	Meetings Relevant print & social media (emails, letters,	Second Chance programs -Centre where adolescents learn	Chief Education Officer Project Coordinator

		Certification for TVET programmes.	brochures, newsletters,)	to love and Serve (CALLS), - Social Centre	
Project life cycle	<i>When needed</i>	Input from the organizations for specific aspects of the curriculum related to SEN. (Functional Curriculum, Transition plans)	Meetings (at location with access to people with disabilities) One-on-one meetings / interviews Relevant print & social Media (emails, letters, brochures, newsletters,)	National Commission of Persons with Disabilities. Dominica Association of Persons with Disabilities. Dominica Association for the Mentally Handicapped.	Chief Education Officer Project Coordinator SEN Coordinator
Project life cycle	<i>1<sup>st</sup> quarter year one and when needed</i>	To provide information on project activities and to seek engagement and support for the reform.	Formal meetings One-on-one interviews Relevant print and social media	Kalinago Council Ministry of Environment, rural modernization, Kalinago Upliftment and Constituency Empowerment	Permanent Secretary Chief Education Officer Project Coordinator
<b>STAKEHOLDERS WITH LOW LEVEL OF INFLUENCE AND IMPACT: to keep informed. (Other interested parties)</b>					
Project life cycle	<i>Annually As needed</i>	Knowledge about the project and Their roles and responsibilities in supporting the reform. Necessary updates .	Town Hall type Meetings Relevant print & social media	Village Councils General Public	Permanent Secretary Chief Education Officer Project Coordinator
<b>STAKEHOLDERS WITH LOW LEVEL OF INFLUENCE BUT HIGH IMPACT: to be kept informed and provide encouragement/support/incentives where necessary. (Other interested parties).</b>					
Project life cycle	<i>As needed</i>	Collection and dissemination of data	Meetings Relevant print & social media	Education Management Information System (EMIS) Officers	Chief Education Officer Project Coordinator

Information will be disclosed as follows: Initially, stakeholders will be provided with information on the selected priority reform, the activities to be undertaken, their roles and responsibilities. Information on the SEP, E&S program and Grievance Mechanism (GM) will also be disclosed. Thereafter, stakeholders will be provided with regular updates on project developments. Information will be shared through formal meetings (face-to-face or virtual), focus groups and interviews, press releases, print media (leaflets, fact sheets, brochures/pamphlets), Television, radio programs and social media. The official language is English and where necessary a sign language interpreter will be engaged.

#### 4.4. Reporting back to stakeholders

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

### 5. RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTING SEP ACTIVITIES

#### 5.1. Resources

The Project Implementation Unit (PIU) will be in charge of stakeholder engagement activities.

The budget for the SEP is US\$18,520.00 and is included in the administrative component of the project.

Budget Category	Quantity	Unit Costs USD	Times/Years	Total Costs USD	Remarks
<b>1. Estimated staff salaries* and related expenses</b>					
1a. [E.g., communications consultant]	2	3,000.00	2 times in 4 years	6,000.00	To develop & implement
1b. [E.g., travel costs for staff]					
1c. [E.g., estimated salaries for Community Liaison Officers]					
<b>2. Events</b>					
2a. [E.g., organization of focus groups]	16 groups	120.00	4 x 4 years	1,920.00	Cost of refreshments
<b>3. Communication campaigns</b>					
3a. [banners, brochure, pamphlets, posters, flyers, fact sheets, layout fees]	100 per	3,000.00	Year 1/2	3,000.00	Designing & printing
3b. boosting of online posts Online media adverts	1	800.00	Year 1	800.00	
<b>4. Trainings</b>					
4a. [E.g., training on social/environmental issues for PIU and contractor staff]	1	200.00	10 persons x \$20.00 (year 1)	200.00	Cost of refreshments
4b. [E.g., training on gender-based violence (GBV) for Project Implementing Unit (PIU) and contractor staff]	1	200.00	10 persons x \$20.00 (year 1)	200.00	Cost of refreshments

<b>5. Beneficiary surveys</b>					
5a. [E.g., mid-project perception survey]	1	1000.00	End of year 2	1,000.00	
5b. [E.g., end-of-project perception survey]	1	1000.00	End of year 4	1,000.00	
<b>6. Grievance Mechanism</b>					
6a.[E.g., training of GM committees]	1	200.00	10 persons x \$20.00 (year 1)	200.00	refreshments
6b. [E.g., suggestion boxes in villages]					
6c. [E.g., GM communication materials]	1	200.00	10 persons x \$20.00 (year 1)	200.00	refreshments
<b>7. Other expenses</b>					
7a. [Transportation to consultation venues e.g. Kalinago territory and some PTAs and town hall meetings]	10	400.00	10 times 5 in year 1 5 in year 3/4	4000.00	Cost associated with meetings
<b>TOTAL STAKEHOLDER ENGAGEMENT BUDGET:</b>				18,520.00	

Note: \*Salary costs can be indicative.

## **5.2. Management functions and responsibilities**

The entities responsible for carrying out stakeholder engagement activities under the guidance of the Project Coordinator of the Project Implementation Unit are a designated staff within the Ministry of Education and the technical team with other supporting actors when necessary.

The stakeholder engagement activities will be documented through reports on events, pictures and videos.

## **6. GRIEVANCE MECHANISM**

### **6.1. Background**

The World Bank (WB) Environmental and Social Framework ESS 2 para 21, requires that a Grievance Redress Mechanism (GRM) is to be provided for all workers and stakeholders both direct and indirect to raise concerns regarding work related issues during the implementation of WB funded projects.

This GRM aims to address stakeholder concerns to reduce conflicts arising out of project related disputes and to respond to concerns and grievances raised by those aggrieved. It should be easily accessible to everyone who with concerns, including anonymous complainants.

Complaints related to the WISTLE Project shall be lodged in person, via telephone call or writing. Calls can be made via WhatsApp, or a telephone number provided for all grievances; emailed to the PIU through a dedicated email address, or using any other related application which is easily accessible to the public. Grievances shall also be logged using the Government of Dominica E-services portal which will list the WISTLE Project on that website. All grievances received will be recorded in a Grievance Office Log.

The GRM will not replace the present mechanism established by the Dominica Education Act 11 of 1997<sup>4</sup> for an education tribunal but would be linked to it and complement the procedures to ensure that matters specific to the project are promptly heard and resolved.

## **6.2. Aim and Scope of GRM**

The GRM is established to promote stakeholder engagement in the project and to provide opportunities to those aggrieved to raise concerns and opinions and to receive timely feedback from the Project Implementation Unit (PIU). It also aims to promote project transparency and provide a means of inclusive engagement with affected parties throughout the project lifecycle.

## **6.3. Structure for implementation**

The Grievance mechanism established for the WISTLE project shall be for the complaints raised as a result of the implementation of the project. It shall respond to complaints raised about policies, facilities, stakeholder engagement, teachers, schools, programmes and any project related grievances.

The Project Implementation Unit (PIU) shall be responsible for the GM and shall receive, investigate, implement measures to address complaints, provide feedback to those aggrieved and institute measures to mitigate related complaints.

The mechanism shall receive project related complaints from teachers, parents, students and the community, interest groups, school boards and any other stakeholder aggrieved by the project's implementation. The PIU will inform the public of the grievance mechanism through its public information programs, leaflets and other information shearing programs and the mechanism will be listed on the Government of Dominica E-service portal to provide stakeholders with information.

## **6.4. Complaint Process**

The WISTLE project shall establish a procedure for reporting, transmission, recording and investigating grievances. The GRM shall be managed by the designated E and S Focal person at the PIU who shall have responsibility for receiving all complaints and directing these complaints to the relevant office responsible for investigation and resolution. All complaints which have been resolved shall be returned to the Social Specialist who shall inform the complainant of the measures instituted to address the grievance and to prevent recurrence. These include:

1. Grievances shall be filed with the Project Implementation Unit through its office in the prescribed forms. Grievances can be lodged anonymously.
2. The forms shall be designed to reflect the complaint, the time and date of the complaint, the telephone number of the complainant and or email address, the community, school district, and particular school in Dominica where the complaint refers.
3. The forms shall be available at schools, PIU office, online and any other area deemed necessary to allow easy access.
4. The Government of Dominica e-service portal shall also be available for registering complaints at [projectfeedback@dominica.gov.dm](mailto:projectfeedback@dominica.gov.dm)
5. The Ministry will establish within the project Management Information System a portal for complaint which after registration, will alert the social specialist or administrative officer for the project

6. Complaints received shall be sorted, categorized and submitted to the relevant Ministry of Education division within twenty-four hours of receipt of the grievance for investigation
7. An update should be provided to the complainant within 5 working days of receipt of the complaint.

The GRM shall provide a mechanism for appeals if the complainant is not satisfied with the redress. Appeals can be made to the Project coordinator or be sent to the Permanent Secretary who shall then appoint an independent arbitrator to review the complaint and the measures for resolving the complaint.

Labour disputes shall be addressed through the GRM for workers requiring redress of work-related disputes or contract related grievances. Dominica however has labour related grievance mechanism established in the Labour Standards Act and the Industrial Relations Act which establishes a mechanism through the Ministry of Labour, Labour Division for dealing with labour related disputes.

#### **6.5. Gender-Based Violence(GBV)/Sexual Harassment(SH)/Sexual Exploitation and Abuse (SEA)**

GBV/SH/SEA will be handled differently from other complaints. However, the WISTLE Project Dominica Component will receive GBV/SEA/SH complaints through its GRM as follows:

- Measures will be put in place to deal with GBV/SH/SEA complaints including registering, recording, and handling of such cases with confidentiality.
- The Project will ensure that the principles of confidentiality and informed consent will be adhered to and the safety of the survivor when responding to these complaints is guaranteed.
- For GBV/SEA/SH complaints the project’s Social Specialist shall relate the complaints to an intermediary who is appointed to deal with these grievances.
- The project unit shall provide immediate support with survivors’ consent such as referrals for counseling or psychological services for the survivor.
- If the survivor consents, then the complaint could be referred to the project coordinator for determination as to whether the allegations is project related.
- The intermediary will be responsible for informing the PIU Coordinator whether the complaint is project related and what and what actions needs to be taken against the perpetrator.
- Based on the nature of the perpetrator’s actions further action should be recommended with the survivor’s consent.

#### **6.6. Summary of Actions for GBV/SEA/SH**

No	Actions	Roles
1.	Social Specialist or dedicated MoE staff	Registers complaints, informs survivor of legal responsibilities and obligations of the PIU
2	Intermediary	Receive complaints

		Obtain consent Obtain services from the service providers, counseling, psychological
3	Service providers	Provide services to the survivor
4	Project Unit, Intermediary	Investigate to verify whether project related
5.	Project Coordinator Intermediary	Refer to relevant agency, for actions to be taken against perpetrator if complaint is project related

### 6.7. Resolution Framework

1. All complaints received should be categorised according to severity, (simple, complex, needs immediate resolution)

Type of Grievance	Nature of Grievance	Timeline for resolution	Need further action
Simple		3 days	
Complex		10 days	
Emergency		1 day	

### 6.8. Continuous Improvement

1. Revise the process for grievance redress based on feedback during the life of the project.
2. Train staff to handle the grievance effectively.

### 6.9. Structure for handling grievance

Stage	Action	Timeline
Grievance Received	Acknowledge complaint via telephone/email	Within 24hours
Sort Grievances	Submit to relevant agency, school district or school, collect facts	Within 48 hours
Investigation and resolution	Collect information on the grievance, affected persons, nature of the complaint and resolve issues.	72 hours after receipt

Further investigation and notification	Notify complainant and if there is need for further investigation it shall be directed to the project manager	Within 72 hours
Allow Appeal	Allow for appeal of the decision as per Dominica Education Act, 11 of 1997	30 days

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

**7. MONITORING AND REPORTING**

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

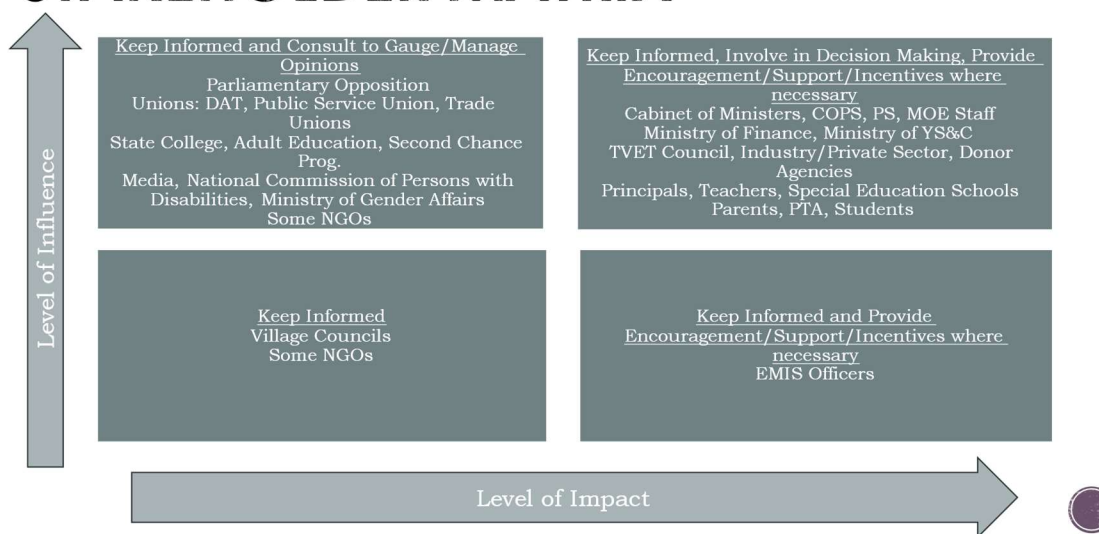
The SEP will be monitored and reported on through a combination of tools and techniques. Tools such as a Stakeholder Engagement Assessment Matrix will be used to help monitor gaps and track progress; a Stakeholder Register will list all stakeholders, their interests and contact information; the Stakeholder Map included in Annex 1 will be continuously updated to reflect all stakeholders interest, influence and impact on the project; and stakeholder feedback survey and focus group discussions could also be utilized to gather qualitative information and provide details of perspectives thus ensuring stakeholders involvement in monitoring activities. Selected indicators will include number of engagements; participations rates at meetings and other organized events; number and quality of comments, suggestions and surveys completed; number of engagement paraphernalia (banners, flyers, posters etc.) produced and disseminated; number and quality of resolved grievances.

**7.2. Reporting back to stakeholder groups**

The SEP will be periodically revised and updated as necessary in the course of project implementation. Quarterly summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventive actions, will be collated by responsible staff and referred to the senior management of the project. The quarterly summaries will provide a mechanism for assessing both the number and nature of complaints and requests for information, along with the Project’s ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders in various ways including at meetings, on the Ministry of Education website and through fact sheets.

## ANNEX 1: Stakeholder Matrix and details of consultation meetings

# STAKEHOLDER MATRIX



Stakeholder (Group or Individual)	Dates of Consultations	Summary of Feedback	Response of Project Implementation Team	Follow-up Action(s)/Next Steps	Timetable/ Date to Complete Follow-up Action(s)
<b>Round 1 of stakeholders' consultation was held in January 2024<sup>5</sup></b>					
MOE Staff	January 23, 2024	Agreed to the general idea of the Priority Reform and Theory of Change and discussed in-depth the Enabling Factor Analysis (EFA). Stakeholders provided suggestions for amendments. Key agreements included (1) focus on curriculum for lower secondary, (2) integration of competencies of national importance; (3) inclusion of functional academic	Amendments incorporated into the final documents: (1) revision of the EFA, Completion of the Partnership Compact	To seek the endorsement from the stakeholders on the revised and completed EFA and Partnership Compact	To get completed signed stakeholders' endorsement statement By April 30, 2024
Principals of primary and secondary schools	January 24, 2024				
Teachers of primary and secondary schools	January 24, 2024				
Students from secondary schools	January 25, 2024				
Students from tertiary institutions	January 25, 2024				
Parents (secondary)	January 25, 2024				

schools students)		options for students with SEN; and (4) revision and provision of guidelines for assessment at school and system levels. Stakeholders also discussed their roles, responsibilities and commitment towards the success and sustainability of the initiative.			
Collaborating ministries, NGOs, civil society, unions, school boards	January 26, 2024				
Industry	January 26, 2024				
<b>Round 2 of stakeholders' consultations was held in April 2024<sup>6</sup></b>					
Ministry of Education Staff	April 23, 2024	Group endorsed the Priority Reform and were satisfied that the changes reflected their input from the previous consultation.	Priority Reform, Theory of Change (TOC) and EFA were further refined, and Technical Working Group commenced the drafting of the Partnership Compact.	To seek the endorsement from the stakeholders on the revised and completed EFA and Partnership Compact	Partnership Compact to be submitted to GPE by the end of May 2024
National TVET Council Director	April 23, 2024	Groups endorsed the Priority Reform, EFA and Partnership Compact and are committed to supporting fully. It is expected that MOUs will be established where applicable (e.g. with Industry).			
Dominica State College	April 24, 2024	Endorsement given. Requested that policy should consider the use of School TVET facilities outside of school hours by second chance and tertiary level programs. They could assist in the delivery of programs for teachers.			
Ministry of Health	April 24, 2024	Groups endorsed the Priority Reform, EFA and Partnership Compact and are committed to supporting fully. Nurses would like to be given the opportunities to follow training programs related to SEN.	Priority Reform, TOC and EFA were further refined, and Technical Working Group commenced the drafting of the Partnership Compact.		

			The suggestion of inclusion in training programs for SEN and better collaboration between the Ministry of Health and Education was noted.		
School Boards	April 25, 2024	Endorsement given. Suggested further refinement of the Priority Reform Statement. Recommended the inclusion of all schools and staff (public or private) to be considered.	Priority Reform, TOC and EFA were further refined, and Technical Working Group commenced the drafting of the Partnership Compact.		
Ministry of Finance	April 26, 2024	Endorsement given. Will work on ensuring the early release of project funds and budgetary allocations. Requested that MoE collaborate with the Ministry of Agriculture during the curriculum design to further align it with the thrust in the country's vision for climate resilience.	Priority Reform, TOC and EFA were further refined, and Technical Working Group commenced the drafting of the Partnership Compact.	To continue working with the Central Services Unit within the Ministry of Finance on Financial Management of the Project.	
Establishment, Training, Planning Department (EPTD)	April 26, 2024	Endorsement given. Requested that very early on the MoE must express its training needs to the EPTD and show alignment with the country's priorities.	Priority Reform, TOC and EFA were further refined, and Technical Working Group commenced the drafting of the Partnership Compact.		
Mico University College	April 24, 2024	MICO is willing to tailor an online certificate in special education program		To hold further discussion on the training program.	At the appropriate time during the preparation of the project.

## ANNEX 2: STATEMENT OF ENDORSEMENT

### Annex 1: STATEMENT OF ENDORSEMENT

The Dominica Partnership Compact was developed under the leadership of the Ministry of Education, Human Resource Planning, Vocational Training and National Excellence and in close collaboration with education sector partners. We believe that the priority reform will create a more inclusive, relevant, and resilient education system that serves the needs of all students and the collective aspirations of the Commonwealth of Dominica. For this reason, we commit to continue to collaborate as partners in identifying and mobilizing available resources to support the design, implementation, monitoring, and sustainability of the reform.

Name	Organization	Role	Signature
Octavia Alfred	Ministry of Education	Minister of Education	Alfred
Heslyn Andrew	Ministry of Finance	Senior Economist (Ad) Public Sector Investment Programme Unit	Andrew
	Ministry of Health		
Nathalie Murphy	National Commission for Persons with Disabilities	Chairperson	N. Murphy
Paula Seraphine	Technical Vocational Education and Training Council	Executive Director	Seraphine
Merrin Alexander	Dominica Association of Teachers	President	Alexander
Teddy Aitchison	Dominica State College	Officer-in-Charge	Aitchison



### ANNEX 3. Endnotes

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<sup>1</sup> Project Appraisal Document [C:\Users\melfo\OneDrive\Desktop\FINAL REPORTS WISTLE DOMINICA\Dominica STG PAD updated 2.17.25 \(2\).docx](C:\Users\melfo\OneDrive\Desktop\FINAL REPORTS WISTLE DOMINICA\Dominica STG PAD updated 2.17.25 (2).docx)

<sup>2</sup> For the purposes of effective and tailored engagement, stakeholders of the proposed project(s) can be divided into the following core categories:

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

<sup>3</sup> It is particularly important to understand whether project impacts may disproportionately fall on disadvantaged or vulnerable individuals or groups, who often do not have a voice to express their concerns or understand the impacts of a project, and to ensure that awareness raising and stakeholder engagement be adapted to take into account such groups' or individuals' particular sensitivities, concerns, and cultural sensitivities and to ensure a full understanding of project activities and benefits. Engagement with vulnerable groups and individuals often requires the application of specific measures and assistance aimed at the facilitation of their participation in the project-related decision making so that their awareness of and input into the overall process are commensurate with those of other stakeholders.

<sup>4</sup> The Dominica Education Act establishes an Education Tribunal for appeals on issues related to education and defines the procedure for appeals to be heard by the tribunal. <Act11-1997.pdf>

<sup>5</sup> See Report on Stakeholders' consultations January 2024 <C:\Users\melfo\OneDrive\Desktop\FINAL REPORTS WISTLE DOMINICA\REPORT ON STAKEHOLDERS CONSULTATIONS january 2024 FINAL.docx>

<sup>6</sup> See Report on Stakeholders' Consultations April 2024 <C:\Users\melfo\OneDrive\Desktop\FINAL REPORTS WISTLE DOMINICA\REPORT FOR STAKEHOLDERS CONSULTATION APRIL 2024 & ENDORSEMENT STATEMENT MAY 17 FINAL.docx>