



DRAFT STAKEHOLDER ENGAGEMENT PLAN

Jamaica Education Project (P178595)

December 2022

List of Abbreviations

ECD	Early Childhood Development
EMIS	Education Management Information System
ESF	Environmental and Social Framework
ESP	Education Sector Plan
ESS	Environmental and Social Standard
ESTP	Education System Transformation Program
GM	Grievance Mechanism
GOJ	Government of Jamaica
HRMAJ	The Human Resource Management Association of Jamaica
JCPD	Jamaica Council for Persons with Disabilities
JMEA	Jamaica Manufacturers and Exporters Association
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
JTEC	Jamaica Tertiary Education Commission
JYAN	Jamaica Youth Action Network
MEGJC	Ministry of Economic Growth and Job Creation
MOEY	Ministry of Education and Youth
MLSS	Ministry of Labour and Social Security
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NET	National Education Trust
NSC	National Standards Curriculum
ODPEM	Office of Disaster Preparedness and Emergency Management
NEPA	National Environment and Planning Agency
PATH	Programme of Advancement Through Health and Education
SAU	Schools Assessment Unit
SEP	Stakeholder Engagement Plan
STEM	Science, Technology, Engineering, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics

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1 Introduction

This document represents the Stakeholder Engagement Plan (SEP) for the Jamaica Education Project (P178595). The SEP establishes the timing and methods of project information dissemination, stakeholder engagement and grievance management for the project. The purpose of the SEP is to ensure that stakeholder engagement is done in a timely and meaningful way by utilizing appropriate communication which will facilitate the development of strong, constructive relationships with all stakeholders who are impacted by, have special interests in or may in some way influence the project.

In a project like this, where there is some risk of exclusion due to stakeholders not knowing about the project, stakeholder engagement is an important tool to be used to foster social inclusion and to reduce inequalities. Effective stakeholder engagement ensures that there is a two-way communication between project implementers and project stakeholders and that the views of stakeholders are incorporated into the project design. This is integral to the successful management of the project's environmental and social risks and the overall successful implementation of the project.

The implementation of this SEP is the responsibility of the Ministry of Education and Youth (MoEY). The scope of the SEP is proportionate to the nature and scale of the project's potential risks and impacts. The SEP is a living document and will be updated, as necessary, throughout the project's life cycle.

1.1 Policy Requirements

Under the World Bank's Environmental and Social Framework (ESF), ESS10- Stakeholder Engagement and Information Disclosure, the borrower is required to engage with stakeholders as an integral part of the project's environmental and social assessment along with project design and implementation. The nature, scope and frequency of the engagement should be proportionate to the nature and scale of the project. Consultations with stakeholders must be meaningful and be based on stakeholder identification, analysis, plans to engage stakeholders, disclosure of information, actual consultations and reporting back to stakeholders. There must be a documented record of all stakeholder engagement activities, which includes the description of stakeholders consulted, a summary of feedback received and a brief explanation of how the feedback was incorporated in the project or the reasons why it was not.

ESS10 also provides that the borrower must have a project-level grievance mechanism (GM) to respond to concerns and grievances from project stakeholders in a timely manner. The GM should include different media through which grievances can be submitted and should be publicly disclosed and available. A grievance record or log must be maintained by the project as a database.

1.2 Objectives of the Stakeholder Engagement Plan

The specific objectives of the SEP are:

1. To build and maintain a constructive relationship with stakeholders.
2. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account throughout the project cycle.
3. To promote and provide means for effective and inclusive engagement with stakeholders throughout the project life cycle on issues that could potentially affect them.

4. To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.

2 Background

Although there has been some impressive progress, challenges remain within the education system in Jamaica. These include low completion of secondary school, disparities in the performance of boys versus girls and low learning outcomes. The COVID-19 pandemic exacerbated these challenges. Additionally, there is a disconnect between the education system (particularly secondary and tertiary) and labour market needs.

Low learning and completion outcomes are a result of structural challenges in the education system. To address these, the Government of Jamaica (GOJ) has taken some steps towards improving secondary education and has a strong commitment to transforming the education sector. The project is aligned with the GOJ's Education Sector Plan (ESP) in the Vision 2030 National Development Plan.

3 Project Description

3.1 Project Development Objective

The project development objective (PDO) is to improve teaching and learning conditions in secondary education, and the use of information for decision-making in the education system.

3.2 Project Components

The project consists of five components discussed below.

Component 1: Improving STEAM Education and Strengthening Quality Secondary Education (Estimated amount: US\$8 million).

Component 1 aims to develop the enabling environment for improved STEAM education and to improve teaching and learning processes for quality secondary education through three subcomponents: (i) developing a STEAM policy and framework, (ii) training of pre-service and in-service teachers and (iii) support to the articulation of flexible pathways and better use of learning assessments. These activities will apply to all secondary schools.

Subcomponent 1.1: Developing a STEAM framework

This subcomponent will focus on the execution of consultancies to facilitate the development of a national STEAM policy and framework document. As part of the development of the STEAM framework, an operational plan to guide the implementation of the National STEAM policy is to be completed.

Subcomponent 1.2: Training of pre-service and in-service secondary teachers.

This subcomponent will focus on delivering Training modules to effectively train in-service and pre-service teachers to deliver lessons with a particular focus on the STEAM methodology. Within this component, consultancies will focus on the development of a Training curriculum for in-service and

pre-service teachers and a Training Plan that will include the specific activities to be conducted in the implementation of the developed training curriculum/programme.

Additionally, under this component, the Project will support the development and implementation of a teacher Coaching programme and STEM Mentorship programme for in-service teachers.

Subcomponent 1.3: Support to articulation of flexible pathways and better use of learning assessments. The subcomponent will provide TA to enhance the articulation of different pathways in lower and upper secondary education (grades 7-13) to ensure that they promote equity and flexibility and improve learning assessment practices and use. Support will be provided to the MOEY to use the detailed reports generated from the PEP (and other exams) to guide instruction, tailor teacher professional development, and inform policymaking.

Component 2. Strengthening Information Systems and Strategies for Student (Estimated amount: US\$4 million). Component 2 will support the development of an efficient information system to improve the overall management of the education sector and deploy targeted intervention strategies to support student retention, particularly at the secondary level. It will include two subcomponents: (i) Strengthening the Education Management Information System (EMIS) and (ii) Strengthening early warning systems and targeted interventions for student retention.

Subcomponent 2.1: Strengthening the Education Management Information System (EMIS).

This subcomponent will support the development of a governance framework to establish a suite of protocols for the access and management of data within the EMIS across all levels of the education system, as well as strengthening of the EMIS to establish an integrated system that will provide real time information for decision making for education stakeholders. This subcomponent will finance:

- i. support the development of EMIS modules, such as school census modules, learner performance modules and student behaviour modules. In addition to the development activities, this subcomponent will facilitate the integration of these modules within the existing EMIS platforms to ensure a systematic and integrated access to relevant data at all levels (central ministry, regional and school levels),
- ii. support the implementation of advanced data management, monitoring and reporting features for executive and administrative levels; statistical data warehouse, online data analysis and dashboard application as well as online result-based management platform and
- iii. Development and implementation of training Modules and User Guides for users at varying levels to use EMIS applications/modules and the Early Warning System application.

Subcomponent 2.2. Strengthening early warning systems and targeted interventions for student retention. This subcomponent will support interventions to foster retention in secondary education, with a focus on targeting at-risk students. Particularly, this subcomponent will

- i. Support the establishment of a mechanism for early identification of at-risk students in all secondary schools, using administrative data (e.g., attendance, academic performance,

behavioral reports, and socioeconomic data). The goal will be to use the data available to determine the variables that can be used to predict the students who are at risk of dropping out of school and would require the support of targeted student retention interventions.

- ii. Develop a prototype of an application which will digitize the early warning system that is developed.
- iii. Support the integration of the developed early warning system application within the existing EMIS infrastructure to support the receipt of baseline administrative data (attendance, performance, behavioural etc.) from existing EMIS systems and share and disseminate early warning signals to various stakeholders (central MoEY, regional offices, school level) as well as Agencies established to provide interventions to students identified by the system as being at risk.

Component 3: Supporting Quality and Resilient School Infrastructure (Est amount: US\$15 million).

Component 3 aims to improve access to quality and resilient school infrastructure through the construction of one secondary STEM school.¹ Construction of the school will not involve any demolition or resettlement. It will be built on land already owned by the government.

Component 4: TA, Strengthening Institutional Capacity, and Project Management (Estimated amount: US\$3 million).

This component will provide TA on key aspects of the education system, strengthen institutional capacity, and manage the implementation of Project activities.

Subcomponent 4.1: Provision of Technical Assistance for the Education sector. This subcomponent will help strengthen selected aspects of the education system's performance. And facilitate technical assistance to enhance the implementation of the existing MOEY classroom observation tool, "SMART" with the objective to enhance reliability and efficiency of classroom observation data collection.²

Subcomponent 4.2: Strengthening institutional capacity for project management and implementation. This subcomponent will include: (i) support to the Project Implementation Unit (PIU) within the MOEY and agencies affiliated with the Project to enhance and build institutional capacity to manage secondary education and the Project; (ii) training of staff involved in the Project to strengthen supervision, monitoring and evaluation of specific project activities, as well strengthening the MOEY's capacity to monitor and evaluate its programs, including by providing technical assistance for process and/or impact evaluations of selected project activities; and (iii) financing of technical and project audits.

¹ This represents one school out of a total of six STEM schools and one Performing Arts school planned by the Government under the ongoing national STEAM project.

² A mapping exercise between SMART and *Teach Secondary* was undertaken during project preparation, finding strong alignment between the two instruments.

Component 5: Contingent Emergency Response Component (CERC) (US\$0 million).

Due to Jamaica’s high vulnerability to natural disasters, including those exacerbated by climate change, and its vulnerability to global shocks, as exposed by the current COVID-19 crisis, a CERC will be included in the Project. The CERC is designed as a mechanism for rapid response in the event of an eligible emergency, which can be activated upon request from the Government. This component would not have any initial funding allocation, but in the event of an emergency, uncommitted funds could be reallocated from other components in accordance with an Emergency Action Plan prepared by the Government and the CERC’s implementation modalities.

4 Previous Stakeholder Engagement Activities

The following are the stakeholder engagement activities which have taken place thus far to inform the project design.

Table 4.1- Previous stakeholder engagement activities

Stakeholder	Description	Date of Consultation	Topics Discussed
Jamaica Council for Persons with Disabilities (JCPD)	GOJ entity which champions the inclusion and accommodation of persons with disabilities in national life.	26 July 2022	Access to sign language Considerations for persons with disabilities
Abilities Foundation	Provides vocational training programs to people with disabilities.		
Jamaica Youth Advocacy Network (JYAN)	Organization formed out of a USAID-funded project. JYAN develops youth leaders.	26 July 2022	Services offered by JYAN Activities related to child protection and juvenile justice Inclusiveness of young people by government Curriculum development
Bureau of Gender Affairs	The division of the Ministry of Culture, Gender, Entertainment and Sports that addresses problems faced by women in Jamaica.	28 July 2022	Bureau’s programmes Bureau’s capacity Shelters Gender-based Violence
Women’s Groups	Various women’s groups from across Jamaica	28 July 2022	Violence in schools
Community representatives from	Various across Jamaica	August - September 2022	Sensitization on proposed STEM school developments

Stakeholder	Description	Date of Consultation	Topics Discussed
surrounding potential STEM school locations			

4.1 Consultations with Potential Project Beneficiaries

Initial consultations were undertaken between July and September 2022, followed by a widely publicized event on land marking of the first STEM school where the Government of Jamaica informed the public that several STEM schools are going to be built in the coming years³. Moreover, recently the National STEAM Education Report, commissioned by the British Council with the partnership of the National Education Trust and the United Kingdom (UK)-based STEMunity, was launched in Jamaica. To ensure that the wider public is aware of the GoJ plans on STEM education, the Ministry of Education has embarked on a process of stakeholder engagement.

School Administrators and teachers participated in a series of consultations over two days – November 17-18, 2022. The Ministry’s team outlined the project objectives, components and deliverables and invited inputs and questions from the groups. The participants were generally excited and interested in the implementation of the project. The remarks, questions and responses given are captured in the matrix appended.

Other consultations to be held before the effective start date of the project is outlined in the table below:

Table 4.2- Consultations with potential beneficiaries

Beneficiary Category	Date of Consultation	Topics Discussed	Feedback from Consultations	Integration of Feedback into Project Design
Community representatives surrounding potential STEM school locations Ministry stakeholders Other groups with an interest in STEM schools	April 2023	Public awareness campaign on STEM school	TBC	TBC
Townhall meeting including parent-teachers associations, teacher unions, groups working	April 2023	TBC	TBC	TBC

³ <https://www.jamaicaobserver.com/latest-news/land-marked-for-jamaicas-first-steam-academy-in-st-catherine/>

Project Affected Party	Impact
National Education Inspectorate (NEI)	Will provide performance and accountability within the education system and the Management of Information Systems Unit on data systems.
Jamaica Tertiary Education Commission (JTEC)	Provide input on pre-service teacher professional development at teacher training institutions and technical assistance to operationalize the Higher Education Policy and tracer studies.
Early Childhood Commission (ECC)	Policy advice on Early Childhood Development policy and are also impacted by implementation of said policy.
Staff of MoEY	Increased efficiency and capacity to collect, store and analyse data with expansion of EMIS.
Teachers and Principals of secondary schools who receive training under project	Will benefit from increased capacity to deliver the National Standards Curriculum (NSC).
Public and Private Schools ECD and Primary schools	Will be impacted by the implementation of new education policies and new construction standards.
Secondary schools and students National Secondary Students' Council	Will benefit from implementation of new education policies and new construction standards. Will also benefit from increased capacity of their teachers and principals to deliver the NSC and the introduction of new materials.
Parents and Parents Associations	Interested in the improved delivery of education to their children
Tertiary Education Institutes – UWI, UTECH, UCC, NCU, Mico University, Teachers' Colleges Jamaica Union of Tertiary Students	New policies/ guidelines will directly impact their students and their programme delivery.
Community in which STEM School will be built	Will benefit from having access to STEM approved facility for education.

4.3 Other Interested Parties

These are stakeholders who have an interest in the project activities or outcomes. Table 4.4 represents the list of other interested parties that have already been identified. This list is non-exhaustive and can be updated throughout the project life cycle.

Table 4.4- Other interested parties

Other Interested Party	Interest
<u>Government Ministries and Agencies not directly involved in the project:</u> Ministry of Labour and Social Security (MLSS) Ministry of Economic Growth and Job Creation (MEGJC) HEART Trust/NTA	Interested in the success of the project as it will have implications for their work.

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Other Interested Party	Interest
Jamaica Council for Persons with Disabilities (JCPD) Ministry of Local Government Office of Disaster Preparedness and Emergency Management (ODPEM) National Environment and Planning Agency (NEPA) Ministry of Health (MOH) National Identification Project (NIDS)	Involved in giving approvals for civil works Will help project activities be compliant with best practices in privacy and confidentiality.
Jamaica Teachers' Association (JTA)	Have an interest in the benefits to their members.
British Council	Currently supporting the conducting of the STEM study which will be used to inform the development of the national STEM policy.
Business and potential employers	Interested in the elimination of the mismatch between labour force needs and labour force skills.
School Boards	Interested in improved delivery of education and improved capacity of teachers.
Media	Avenue through which project information can be disseminated to the public.
NGOS and CSOs which provide support and services, particularly to vulnerable groups e.g. Jamaica Youth Action Network (JYAN), Abilities Foundation, Jamaica Society for the Blind	Interested in the benefits that will be received by their target groups/members.
Private Sector Organisation of Jamaica (PSOJ)	Interest in impacts of new curriculum on labour market
The Human Resource Management Association of Jamaica (HRMAJ)	Interest in impacts of new curriculum on labour market
Jamaica Manufacturers and Exporters Association (JMEA)	Interest in impacts of new curriculum on labour market
General Public	Information will be useful for their understanding of GOJ's efforts to transform the education sector.

4.4 Vulnerable Groups

Vulnerable groups are a special category of project affected parties. These are stakeholders who, by virtue of their circumstances are considered marginalized and will face challenges in participation or in accessing project information, activities and or benefits. There are a variety of vulnerable groups relevant to the project. These include persons with disabilities (PwDs), children whose parents have disabilities, at risk youth (both male and female)⁴, orphans and PATH beneficiaries. The project is expected to directly impact them in a variety of ways. PwDs will benefit from the new construction standards that will include universal access. Universal access will also be embedded into the other activities under components 1, such as improvement in the capacity of secondary schools' teachers

⁴ At-risk youth refers to children who are less likely to transition successfully into adulthood. Success can include academic success and job readiness, as well as the ability to avoid violent and risky behaviours. The Planning and Development Division, Ministry of Education and Youth

and principals to deliver the curriculum. For at risk youth, PATH beneficiaries, orphans and students who are likely to drop out of school, the EMIS and early warning systems will help to identify potential drop-outs earlier and allow institutions to implement interventions to prevent them from doing so. Vulnerable groups may also benefit from teachers and principals being trained to better deal with students' socioemotional skills in the classroom. Additionally, the training may also help to reduce the learning loss of at risk youth as a result of the COVID-19 pandemic. In order to ensure the inclusion of vulnerable groups, the Ministry of Education and Youth will reach out to these groups and any organisations that represent them to raise their awareness of the project and to ensure that they are appropriately included in its implementation.

4.5 Summary of Stakeholder Needs

The following table provides an overview of the array of means of communication to be used to engage with project affected parties and other interested parties

Table 4.5-Stakeholder needs

Stakeholder	Array of Potential means of Communication	Consultation Considerations
Project Affected Parties		
Government Ministries and Line Agencies involved in the Project	Meetings, Emails, Reports	Meetings on a quarterly basis Quarterly reports Regular email updates
Staff of MOEY	Meetings, Emails	Regular meetings and email updates
Teachers and Principals of secondary schools who receive training under project	Meetings, Emails, Surveys Schools Bulletins	Regular meetings and email updates Provide transportation Provide refreshments Have meetings outside of school time to not disrupt learning
Public and Primary Schools - ECD and primary level schools	Email updates, Meetings, reports, Schools Bulletins	At major project milestones Annual reports
Parents and Parents Associations	Emails, Meetings, Reports	Meetings where necessary Annual reports
Tertiary Education Institutes – UWI, UTECH, UCC, NCU, Mico University, Teachers' Colleges	Emails, Reports	Meetings as needed Annual reports
Community in which STEM school will be built	Flyers, Meetings, WhatsApp, Phone Call	Regular meetings during the design and construction period.
Vulnerable groups	Meetings, Social Media, Flyers, Informercials, Radio, TV, Surveys, Phone	Material available in braille Sign language interpreters Venues with universal access Special meeting times Child care Provision of transportation Provision of refreshments Clear information provided

Stakeholder	Array of Potential means of Communication	Consultation Considerations
		Meetings close to their homes One on one visits
Other Interested Parties		
Government Ministries and Agencies not directly involved in the project	Emails, Reports	Annual reports
Jamaica Teachers' Association (JTA)	Meetings, Emails Reports	Quarterly meetings Annual reports
British Council	Meetings, Emails, Reports	Meetings as needed Annual reports
Business and potential employers	Social Media, Press releases, Informercials, Radio, TV, Meetings, Expositions	Clear information provided Means of communication will vary based on the business sector
Media	Press releases, press conferences	Clear information provided at major project milestones Avenue through which informercials disseminated
NGOs and CSOs which provide support and services, particularly to vulnerable groups e.g. Jamaica Youth Action Network (JYAN), Abilities Foundation, Jamaica Society for the Blind	Meetings, Emails, Reports. WhatsApp	Meetings where needed Annual reports
Private Sector Organisation of Jamaica (PSOJ)	Emails, Meetings, Expositions	Clear information provided
The Human Resource Management Association of Jamaica (HRMAJ)	Emails, Meetings, Expositions	Clear information provided
Jamaica Manufacturers and Exporters Association (JMEA)	Emails, Meetings, Expositions	Clear information provided
Public	Press releases, Social media, TV, Radio, Informercials	Clear information provided at major project milestones

5 Stakeholder Engagement Programme

The project will utilize a multi-stakeholder engagement process that will be completed throughout the project's life cycle. Stakeholder engagement will be completed using both public consultation and information disclosure throughout preparation and implementation.

5.1 Proposed Strategy for Information Disclosure

The Ministry of Education and Youth is responsible for information disclosure under the project. Different methods will be used to disclose information to project stakeholders. The information will be disclosed to allow stakeholders to understand the project's risks and impacts and potential opportunities for their inclusion. Information will be disclosed on the websites of the Ministry of The Planning and Development Division, Ministry of Education and Youth

Education and Youth, National Education Trust, Jamaica Information Service (JIS) and the World Bank, on social media and in local offices in a manner that is accessible and culturally appropriate, considering the needs of vulnerable groups.

Table 5.1-Information disclosure strategy

Project Stage	Information to be disclosed	Method proposed	Timetable: Locations /dates	Target Stakeholders
Preparation, prior to effectiveness	Environmental and Social Commitment Plan (ESCP)	Government website and during consultations	During project preparation (end of October 2022) within 60 days of project effective date, and before the hiring of Project workers	All
	Stakeholder Engagement Plan (SEP) with Grievance Mechanism (GM)			
	Information about the project components, activities, along with its potential risks, impacts and opportunities.			
	Labour Management Procedures with Workers' Grievance Mechanism			All, but particularly relevant to MOEY staff and other project workers.
Implementation	Disclosure of Grievance Mechanism	Government Website, media and other channels used by the MOEY.	Continuous during implementation	All
	Project-related information (progress, activities etc). Semi-annual reporting of activities.	Government website, media, focus groups, social media, and other channels used by the MOEY.	Continuous during project implementation	
	Specific measures related to PWDs	Focus groups, emails, one on one meetings	During the design of model STEM school, development of teacher and principal training modules	NGOs working with PWDs Teacher training institutions

Project Stage	Information to be disclosed	Method proposed	Timetable: Locations /dates	Target Stakeholders
	Environmental and Social Assessment for civil works for construction of STEM school	Government website, focus groups, community meetings, physical copy at MOEY and any other channel used by MOEY to reach stakeholders.	Prior to the start of works	All, but especially members of the community in which the model STEM school will be built
	Environmental and Social Management Plan for civil works for construction of STEM school	Government website, social media, community meetings, physical copy at MOEY and any other channel used by MOEY to reach stakeholders	Prior to the start of works and information on progress during implementation	All, but especially members of the community in which the model STEM school will be built.

5.2 Proposed Strategy for Consultations

Consultations are the responsibility of the Ministry of Education and Youth. Consultations will take place through different channels and are not restricted to in person gatherings. They can take place through virtual means (platforms like Zoom or Teams, for instance as well as WhatsApp messaging, direct phone calls or the completion of surveys. The in-person meetings/focus groups will ensure that proper COVID-19 transmission prevention protocols are adhered to, in line with national guidelines.

Project stage	Purpose of engagement activity	Method used	Timetable	Target Stakeholders
Preparation	Consult on project activities and ESF instruments, including the GM and integrate feedback into them.	Provide a channel to receive feedback after documents disclosure on the government website. Virtual or in person consultations with dedicated meetings with representatives of vulnerable groups.	During project preparation (end of October)	All- special focus on integrating the views of representatives of vulnerable groups
Implementation	Consult on design of teacher and principal training	Small focus groups Email modules and solicit feedback	During design of teacher and principal training	Education stakeholders, British Council, Tertiary institutes/ Teacher training institutions
	Consult on the delivery of teacher and principal training and how	Small focus groups Email surveys to participants for feedback	Within 1 month of completion of training	Teachers and Principals receiving training

Project stage	Purpose of engagement activity	Method used	Timetable	Target Stakeholders
	impacted work			
	Changes to curriculum and assessments	Focus groups Meetings	Before and after design of changes	Education stakeholders
	Consult on design of STEM school	Small focus groups Email designs and solicit feedback	During design of STEM school	Education stakeholders (including parents), NEPA, ODPEM, Ministry of Local Government, Ministry of Health
	Consult on progress of civil works on the STEM school and any community impacts	Community meetings	Ongoing throughout construction of STEM school	Members of the community in which STEM school will be built.
	Promoting greater access to vulnerable groups to project benefits	Public consultations (virtual where possible) Surveys One on one interviews	Every six months to evaluate and get feedback.	Vulnerable groups

5.3 Proposed Strategy to Incorporate the Views of Vulnerable/Disadvantaged Groups

The project will ensure that all the vulnerable groups are participating in consultative processes and that their voices are not ignored. This may require specific meetings with some of the above identified vulnerable groups, in addition to general consultations. For example, persons with disabilities may require meetings that are closer to their homes. Further, it is important to rely on other consultation methods as well, which do not require physical participation in meetings, such as social media, SMS, or radio broadcasting, where feasible, to ensure that groups that cannot physically be present at meetings can participate. Where this is not possible, project personnel or MoEY staff will visit households of vulnerable people, in particularly persons with disabilities living close to the site for the STEM school, that are not able to attend focus groups.

5.4 Stakeholder Feedback

Feedback from stakeholders will be solicited during preparation and implementation. For meetings/focus groups (whether virtual or in person), comments will be recorded through meeting minutes. Additionally, the MoEY will be responsible for receiving and recording any queries, concerns or complaints against the project. Comments and decisions made will be collated and reported back to stakeholders once the final decision on the course of action related to the comments has been made. Records will also be maintained on the methods used to inform stakeholders on dates and/or locations where they can gather project information and provide feedback.

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In addition, stakeholders will be allowed to file complaints about the project through the Grievance Mechanism (GM) detailed in Section 6. All records relating to this mechanism including, grievance forms, grievance log, notes, interviews, meeting minutes, release forms etc. will also be archived.

5.5 Project Timelines

The project will be implemented from March 2023 and close in June 2028. The stakeholder consultations shall be conducted throughout the project lifecycle. Information disclosure and consultations during project implementation will include regular visits and meetings.

Table 5.2- Project timelines

Project Stage	Timeline/Date
Preparation/Design	Q2 2022- Q1 2023
Implementation	Q2 2023- Q2 2028
Closure	Q2 2028

5.6 Resources and Responsibilities for Implementing Stakeholder Engagement Activities

5.6.1 Roles and Responsibilities

Implementation and monitoring of the SEP and the other ESF instruments will be the responsibility of the Ministry of Education and Youth. For this, the MoEY will engage Environmental Officer and Social Officer (within one month of project effectiveness) as part of the Project Implementation Unit (PIU). The Social Officer and the Project Manager/Coordinator will be directly responsible for informing staff from the various entities involved in the project implementation of all of the procedures included in the SEP. Further, the Social Officer will be responsible for tracking and recording the implementation of the SEP and its grievance mechanism (GM).

Table 5.3-Roles and responsibilities for stakeholder engagement

Role/Position Title	Proposed Responsibilities
Project Manager/Coordinator	<ul style="list-style-type: none"> • Manage and implement the Stakeholder Engagement Plan (SEP) • Dissemination of project information
Social Officer	<ul style="list-style-type: none"> • Collaborate with the Environmental Officer • Interface with stakeholders and respond to comments or questions about the project or consultation process. • Provide contact information if stakeholders have questions or comments about the project or consultation process. • Document any interactions with external stakeholders. • Maintain database, records for SEP • Leads public meetings, consultations, focus groups etc. • Makes sure the SEP is being adhered to and followed correctly. • Raise awareness of the SEP among PIU staff, employees contracted firms and relevant external stakeholders. • Manage and monitor the project GM and is the focal point for SEA/SH grievances. • Report on SEP and GM implementation to MoEY and prepare inputs for regular reporting to WB.

5.6.2 Contact Information for Stakeholder Engagement

During project preparation, those willing to request information on the project can write to info@net.org.jm or communicate directly to the MoEY leaving a message through the webpage: <https://moey.gov.jm/contact-us/>, in person: 2-4 National Heroes Circle Kingston 4 or phone number of the MoEY: 876 612-5700-2.

5.6.3 Resources for Stakeholder Engagement

Budgetary resources that will be dedicated for the implementation of the SEP, including the GM are indicated below:

Table 5.4- Budgetary resources for stakeholder engagement

#	Item	Amount (\$USD)
1	GRM implementation	15,000
3	Consultations	40,000
4	Information Production and Dissemination	20,000
	Total (\$USD)	75,000

6 Grievance Redress Mechanism (GRM)

6.1 During project preparation, grievances can be submitted through email info@net.org.jm or communicated directly to the MoEY leaving a message through the webpage: <https://moey.gov.jm/contact-us/>, in person: 2-4 National Heroes Circle Kingston 4 or phone number of the MoEY: 876 612-5700-2.
Description of the Grievance Mechanism

The MoEY currently does not have a mechanism in place to receive grievances for the project. Therefore, one will be developed within 60 days of project effectiveness. This will include multiple uptake channels standardized timelines for each stage in the grievance process and a grievance log to record and archive any grievances received.

6.2 Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH)

The specific nature of sexual exploitation and abuse and of sexual harassment (SEA/SH) requires tailored measures for the reporting, and safe and ethical handling of such allegations. A survivor-centered approach aims to ensure that anyone who has been the target of SEA/SH is treated with dignity, and that the person's rights, privacy, needs and wishes are respected and prioritized in any and all interactions.

The Social Officer of the PIU will be responsible for dealing with any SEA/SH issues, should they arise. The GM should assist SEA/SH survivors by referring them to Services Provider(s) for support immediately after receiving a complaint directly from a survivor. A list of SEA/SH service providers will be kept available by the project

The Planning and Development Division, Ministry of Education and Youth

To address SEA/SH, the project will follow the guidance provided on the World Bank Technical Note “Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Investment Project Financing Involving Civil Works”.

SEA/SH grievances can be received through any of the available channels and will be considered as “High-profile grievances - that if not resolved promptly may represent significant risks to the environment or community”. Additionally, if an incident occurs, it will be reported as appropriate, keeping the anonymity and confidentiality of the complainant and applying the survivor-centered approach⁵. Any cases of SEA/SH brought through the GM will be documented but remain closed/sealed to maintain the confidentiality of the survivor. The WB will be notified as soon as the Project Manager and the E&S specialist learn about the complaint.

If a SEA/SH related incident occurs, it will be reported through the GM, as appropriate and keeping the survivor information confidential. Specifically, following steps will be taken once an incident occurs:

ACTION 1: COMPLAINT INTAKE AND REFERRAL

If the survivor gives consent, the PIU’s Social Officer fills in a complaints form, excluding any information that can identify the survivor. The form will include:

- The nature of the allegation (what the complainant says in her/his own words without direct questioning)
- If the alleged perpetrator was/is, to the survivor’s best knowledge, associated with the project (yes/no)
- The survivor’s age and/or sex (if disclosed); and,
- If the survivor was referred to services

If the survivor does not want to provide written consent, her consent can be verbally received. If needed or desired by the survivor, the PIU’s Social Officer refers her/him to relevant SEA/SH service providers, identified in the mapping of SEA/SH service providers and according to pre-established and confidential referral procedures. The survivor’s consent must be documented even if it is received verbally. The service providers will be able to direct survivors to other service providers in case the survivor wishes to access other services. The PIU’s Social Officer will keep the survivor informed about any actions taken by the perpetrator employer. If the survivor has been referred to the relevant SEA/SH service providers, received adequate assistance, and no longer requires support; and if appropriate actions have been taken against the perpetrator or if the survivor does not wish to submit an official grievance with the employer, the PIU’s Social Officer can close the case.

⁵ The survivor-centered approach is based on a set of principles and skills designed to guide professionals—regardless of their role—in their engagement with survivors (predominantly women and girls but also men and boys) who have experienced sexual or other forms of violence. The survivor centered approach aims to create a supportive environment in which the survivor’s interests are respected and prioritized, and in which the survivor is treated with dignity and respect. The approach helps to promote the survivor’s recovery and ability to identify and express needs and wishes, as well as to reinforce the survivor’s capacity to make decisions about possible interventions.

ACTION 2: INCIDENT REPORTING

The PIU's Social Officer needs to report the anonymized SEA/SH incident as soon as it becomes known, to the Project Manager who will in turn inform the World Bank Task Team Leader (TTL) or directly to the TTL.

Complaint Forms and other detailed information should be filed in a safe location by the PIU's Environmental and Social Specialist. Neither the PIU's Environmental and Social Specialist nor the Project Manager should seek additional information from the survivor.

SEA/SH incident reporting is not subject to survivors' consent but the PIU's Social Officer needs to provide ongoing feedback to the survivor at several points in time: (1) when the grievance is received; (2) when the case is reported to PIU and WB; (3) when the verification commences or when a determination is made that there is an insufficient basis to proceed; and (4) when the verification concludes or when any outcomes are achieved or disciplinary action taken.

As long as the SEA/SH remains open the PIU's Social Officer and/or Project Manager should update the World Bank TTL on the measures taken to close the incident.

ACTION 3: GRIEVANCE VERIFICATION AND INVESTIGATION

Each SEA/SH incident should be verified to determine if it was related to the WB financed project. The PIU's Social Officer should form a SEA/SH verification committee comprised by her/him, one member of the PIU, one member of a local service provider and a representative of the contractor (if relevant). The PIU's Social Officer should notify the SEA/SH Committee of the incident within 24 hours of its creation. The SEA/SH verification committee will consider the SEA/SH allegation to determine the likelihood that the grievance is related to the project.

If after the committee review, SEA/SH allegation is confirmed and it is determined that it is linked to a project actor⁶, the verification committee discusses appropriate actions to be recommended to the appropriate party—i.e., the employer of the perpetrator, which could be the PIU or a contractor. The committee reports the incident to the perpetrator's employers to implement the remedy/disciplinary action in accordance with local labor legislation, the employment contract of the perpetrator, and their codes of conduct as per the standard procurement documents.

For SEA/SH incidents where the survivor did not consent to an investigation, the appropriate steps should be taken to ensure the survivor is referred to/made aware of available services and that the project mitigation measures are reviewed to determine if they remain adequate and appropriate or if they require strengthening.

⁶ Project actors are: (a) people employed or engaged directly by the Borrower (including the project proponent and the project implementing agencies) to work specifically in relation to the project (direct workers); (b) people employed or engaged through third parties (Project staff, subcontractors, brokers, agents or intermediaries) to perform work related to core functions of the project, regardless of location (contracted workers); (c) people employed or engaged by the Borrower's primary suppliers (primary supply workers); and (d) people employed or engaged in providing community labor such as voluntary services or participation in project activities and processes (community workers).

If the survivor is interested in seeking redress and wishes to submit an official complaint with the employer, or with entities in the Country legal system, the PIU's Social Officer should provide linkages to the relevant institutions. Due legal process is up to the police and the courts, not the SEA/SH verification committee. Unlike other types of issues, the PIU's Social Officer does not conduct investigations, make any announcements, or judge the veracity of an allegation.

Any cases of SEA/SH brought through the GM will be documented but remain closed/sealed to maintain the confidentiality of the survivor. Here, the GM will primarily serve to:

- Refer complainants to the SEA/SH Services Provider; and
- Record the resolution of the complaint

6.3 Monitoring and Reporting on the GM

The Social Officer will prepare the Monthly and Quarterly Reports on the grievance issues received by the project. Reports on the GM shall be included as part of the project's reporting to the World Bank.

7 Reporting Back to Stakeholders

Results of stakeholder engagements will be reported back to them through bi-annual project reports produced by MoEY. The reporting will include feedback on how stakeholders' concerns are being addressed, and all stakeholders will be reminded of the availability of the GM in case of any issues arising from the reporting.

Annexes-Consultation Notes



CONSULTATION SESSION MOEY/ WORLD BANK PROJECT Thursday, November 17, 2022

List of Persons Present

1. Viviene Johnson
2. Shaneille Bennett-Edwards
3. Avril Dixson
4. Lafayettee Thompson
5. Alliah Green
6. Angella Townsend
7. Annelle Bellony
8. Arlene reid
9. Avril Dixon
10. Carey Kelly
11. Cherica Hussey
12. Christopher Wright
13. Christopher walker
14. CJ
15. Clarke
16. Claude Ellis
17. Cleava Bucknal
18. Colleen Gordon
19. Dasmine Kennedy
20. Dawnette Lewis
21. Densie Dunchie
22. DWSD Dillon
23. Eloise Panton
24. Ewan Williams
25. Huntley Anderson
26. Ingrid Bjerke
27. Jacqueline Hendricks White
28. Janet Davis
29. Janice Skeen –Miller
30. Jasset
31. Javon Robinson
32. Jennifer salmon
33. Jheanell Jones
34. Josette Mcfarlene – Brown
35. Jullett Frazer-sadar
36. Kenroy waldo
37. Kimesha Francis
38. Lansford Spence
39. Leighton Christie
40. Lorenzo Ellis
41. M. Hamilton-Coke
42. Maulene Thompson
43. Maxine Lewis
44. Melissa Lweis
45. Melisa Perkins-Jones
46. Meshech-marvin Green
47. Michelle Paul-Thompson
48. Millicent Watson
49. Mitzie Graham- Morris
50. Mrs. Bailey
51. Ms. Palmer
52. Nadean WMighty
53. Nicola Stephenson
54. Owynter

- 55.P.G Messam
- 56.Paula Flores
- 57.Phillipa Williams-McGreggor
- 58.Randa Taylor
- 59.Randolph Lopez
- 60.Regina Johnson
- 61.Sandra Buchanan
- 62.Sasha Pennicooke
- 63.Sean
- 64.Shellyann Brightly
- 65.Sonia Banton
- 66.Stacieann Thompson
- 67.Stacy-Ann Dockery
- 68.Suellen Blake
- 69.Susan white
- 70.Sylvia waker
- 71.T. Brooks-Shirley
- 72.Trudy-Ann Chambers
- 73.Yahieka Blackwood-Grant
- 74.Durene Tavares
- 75.T. Brooks- shirley

**CONSULTATION SESSION
MOEY/ WORLD BANK PROJECT
Friday, November 18, 2022**

List of participants

1. Tasesha Barrett-Jones
2. D. Wilks-Mohalland
3. Melissa McTavish
4. DWM
5. A Mason
6. A Blake
7. Anenelle Bellony
8. Belair High School
9. Brent James
10. Cassandra Grant
11. Cavel Anderson
12. Charmaine Henry
13. Chadine Thompson
14. Christopher Tyme
15. Collette Morris Plummer
16. Colin Mcfarlane
17. Coral Wray
18. Davene Robinson
19. Davia
20. Donnalyn King
21. Ebony Grove High
22. Jellis Foster Malcolm
23. Evadney Ledgister
24. Galaxy A10s
25. Gregory King
26. Hikeba Haase
27. Ingrid Bjerke
28. Janet James
29. Janet Shaw-Gooden
30. Javon Robinson
31. Joan Forbes
32. Joan Forbes
33. Lamar Wildman
34. Latoya Wducally
35. M. Hamilton-Coke
36. Marjorie McDonald
37. Marrie Wilson-Mclaughin
38. Monique Ellis
39. Monessia Lewin
40. Natlee Nugent
41. Nevadeene Gallimore
42. Ordia Gery-Levin
43. Oshin Richanrds
44. Patrick McDonald
45. Paul Morgan
46. Pauline Brown Hanley
47. Porus High School
48. Rosetta. Hanson
49. Rose Hall primary
50. Ricardo Bennett
51. S. Siddon
52. Sashalee Grant
53. Shelly-Ann Johnson
54. Shonique Hall
55. Sonia Fry
56. Stanford Davis
57. Toni-Ann Hamilton
58. Vernon Morrison
59. Viviene Johnson
60. Winsome Gordon

**CONSULTATION SESSION
MOEY/ WORLD BANK PROJECT
Thursday, November 17, 2022**

COMMENTS/FEEDBACK FROM THE SESSION HELD

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
Improving the teaching and learning process for quality secondary education	<p>Mrs. Shanille Bennett-Edwards; Dean of Studies & Senior Educator - Jamaica College</p> <p>Support Factors</p> <ul style="list-style-type: none"> • What about the lessons and kits, when will they be available? • Excited about the components- lesson plans and science kits and the EMIS • Eager to achieve the support • JC has started the STEM Methodology, however there is a challenge with retaining staff/teachers that have trained- migrated or moved in other areas of employment • How to retain knowledge /the technical skills? 	<ul style="list-style-type: none"> • The support materials will be rolled out early in the project as they are a part of component one. During the project as soon as the assessments are done they will be a rolled out of the activities • Suggestion is that the training be accessible for all- make the training available for all persons • Training colleges are to be producing more • All 12 Teachers' Colleges will be a part of the training and the STEM approach will be introduced in all the colleges.

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<ul style="list-style-type: none"> The project is supporting aspects of the government's greater initiative for STEM. The greater project, which is the Education Systems Transformation, looks at the creation of seven secondary schools focussing on STEM and the Arts. It also has components that looks at the governance structure, capacity and institutional building and strengthening, project management, equipping and furnishing and other elements that support the broader education strategy at all levels. It also looks at the creation of building standards, review of the National Standards Curriculum supporting aspects of the new seven-year education programme.

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<ul style="list-style-type: none"> • This World Bank initiative is to assist with the implementing of various components; Support in: <ul style="list-style-type: none"> - building one of the schools - technical assistance for the development of various documents and policy directive type information - providing equipment gears towards STEM and support for teacher training - EMIS infrastructure • The larger initiative is an eight-year project which has started with various assessments on the ground. In the next six years, the full complement of schools should be rolled out inclusive of the one in this project. • While the schools are being rolled out, all the other facets of the

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<p>programme will be rolled out so once a school is completed the necessary support necessary to operationalize the school should be in place, as well as the upgrading of other secondary schools to meet the criteria that are set out in the policies</p>
<p>Providing resilient school infrastructure</p>	<p>Mrs. Shanille Bennett-Edwards; Dean of Studies & Senior Educator - Jamaica College</p> <p>Clarity on Creation of Infrastructure- Does it mean refurbishing the current school campus or the creation a STEM School?</p> <p>Follow-Up Questions</p> <ul style="list-style-type: none"> • Among the 172 schools selected, will they be rehabilitated with infrastructure and the basic equipment • How will the schools be participating in the project benefit? 	<ul style="list-style-type: none"> • The construction of a STEM School at the located sight to host 2,400 students with the required equipment for the type of curriculum that will be advanced. It will also provide the framework/model for equipping/outfitting the already established schools to reflect the STEM Methodology • All the activities will be implemented from year 1 to year 5

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> • What is the timeline on the project? <p>Mrs. Jennifer Spence-Silvera; Principal- Randolph Lopez School of Hope for Students with Intellectual Disabilities</p> <ul style="list-style-type: none"> • Will the STEM Schools be accessible to students with disabilities such as the deaf, blind and physically challenged? • Pleased with the universal design of the project – specifically the inclusion of persons with disabilities. • Based on the information presented, there is the impression that an acknowledgement is made of persons with disabilities but there would not be full inclusion. There are different types of disabilities and severity. Other than the data to track disability types, are there plans for the inclusion of STEM 	<ul style="list-style-type: none"> • This project is to build one school and not to facilitate the refurbishing/renovating of exiting schools. There are other programmes being developed within the Ministry to facilitate students at the primary and secondary levels. • In some instances, where there is curriculum offering at the secondary schools that neighbouring schools do not provide, then there will be the sharing of space, tutorials, lessons, experimental activities until the secondary schools are at the level to offer the full gamut of the STEM Methodology. There

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<p>activities in special schools for students with moderate to severe intellectual disabilities?</p> <ul style="list-style-type: none"> • Will there be training for teachers to be better prepared to offer STEM Education and to take advantage of the jobs in this particular industry? • Are students in the STEM school going to be focused solely on perusing subjects that will take them into a career focusing specifically on STEM? • How will students be selected for the STEM school? How will students be given the opportunity to participate in this programme? • How will the rollout take place- will you start with the upper grades (10-13) or the lower grades (7-9) • What are the criteria for students getting into the STEM school? 	<p>are presently seven schools offering aspects of STEM</p> <ul style="list-style-type: none"> • There is a five-year plan for the project which is to begin in 2023, beginning with the confirmation of the design and the necessary approvals. Construction is estimated at 2- 2 ½ years. • The school has to be inclusive. The policy of the MoEY is to mainstream as much as possible. The system currently has specialised schools for students with disabilities based on the degree of challenge that exists.

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> • How will the concurrent activities strengthen STEM at the primary level in preparation for students moving to the high school level? <p>Dr. Williams- MoEY</p> <ul style="list-style-type: none"> • Can students be recommended to move into a STEM school after diagnostic assessment at the beginning of the secondary level? • With the PEP being general, and the selection being made is based on proximity, parent and students' selection and performance, greater focus will need to be placed on the provisions that will cause students to benefit from the opportunity of excelling in a better space that suits his/her own learning ability • Proffered options - creating an assessment that is given at the end of Grade Seven and make a determination after or from Grade 6 as part of the PEP or at Grade at the end of Grade 8 and students move into a STEM 	<ul style="list-style-type: none"> • One of the requirement of the World Bank is that the school is very inclusive. • The choice of this school is opened to all students • The school is designed to ensure all the students are accommodated. • The programme design is also inclusive • The information will be passed on to Dr. Flowers regarding the issue.

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<p>institution at Grade 9 and continue to Grades 11 or 13</p> <ul style="list-style-type: none"> • There must be exploration here so the legacy projects benefit the country • There is concern also if students' selection to Stem Schools will be challenged by space issues (island wide) • Is there an extra push to have students from Teachers' College trained to meet the opening of the STEM Schools? <p>Questions from the CHAT</p> <ul style="list-style-type: none"> • Is STEM being pushed at the Primary level? 	<ul style="list-style-type: none"> • Preliminary discussions have been held regarding the placement of students • The MoEY is still working on the framework for selecting the students. some proposed options are based on skills /abilities/ choice • The Student Assessment Unit/ Division indicated that the STEM assessment can be a part of the PEP • Another possibility is that at Grade Nine the National Assessment can be one method of moving students into the STEM schools; students at Grades 9, 10 and 11 can choose to move in based on their interest. • A student's selection to a STEM School should not be affected by location, as boarding will be offered.

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> • 	<p>A demand analysis was done by the Educational Planning Unit. The issues that will were looked at included:</p> <ul style="list-style-type: none"> - Overcrowded schools - New community development - Homes presently in the area <p>These issues will assist in determining where the STEM schools are built</p> <ul style="list-style-type: none"> • Space issues should not be a challenge for the future due to the outfitting of other schools with the equipment necessary to support the STEM Methodology. Equity should be a principle of this initiative for the long term • There is currently training of teachers in STEM subjects. There

Focus Areas	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<p>will be training at the college level and also in-service training</p> <ul style="list-style-type: none"> • There is also an initiative with The MICO University to provide training of STEM Methodology. They are presently looking for location. • Yes, it is in the NSC