

Stakeholder Engagement Plan (SEP)
**"Promoting Gender Equality and Social Inclusion in
Schools Building on What Children Value and Aspire to
Do and Be"**

January 2026

Stakeholder Identification and Analysis

Task 1: Identify your stakeholders (Please fill in these blanks)

1. District Level Stakeholders (Strategic, Policy & Oversight)

Government Authorities

- **Deputy Commissioner (DC)** – Overall district coordination and administrative support
- **Additional Deputy Commissioner (Education / HRM)** – GESI mainstreaming support
- **District Education Officer (DEO)** – Secondary education oversight, school-level GESI integration
- **District Primary Education Officer (DPEO)** – Primary schools' GESI practices
- **Women Affairs and Child Affairs Officer (District)** – Gender equality, girls' empowerment initiatives
- **District Social Welfare Officer** – Child rights, protection, inclusion

Civil Society & Influencers

- **District-level NGOs / INGOs working on Education, Gender, Disability, Child Rights**, such as BRAC, Save the Children, Room to Read, Mukti Cox's Bazar, CODEC, UNICEF, Representative of NGO Platform
- **Press Club / District-level Media** – Advocacy and positive messaging on GESI
- **Religious Leaders / Cultural Leaders (progressive voices)** – Social norm change

2. Upazila Level Stakeholders (Implementation & Community Linkage)

Government & Education Administration

- **Upazila Nirbahi Officer (UNO)** – Key authority for coordination and approvals
- **Upazila Secondary Education Officer (USEO)** – Secondary school GESI integration
- **Upazila Education Officer (UEO)** – Primary school GESI implementation
- **Upazila Women Affairs Officer** – Girls' participation, life skills, gender awareness
- **Upazila Social Services Officer** – Disability inclusion, vulnerable children support

Local Government Institutions

School & Community-Level Stakeholders

- **Ad-hoc Committee member** who acts as SMC's (School Management Committees)
- **Parent-Teacher Association (PTA)**
- **Head Teachers & Teachers (Male & Female)**
- **LIKE Club / Student Clubs (Girls, Boys, Students with Disabilities)**
- **Parents & Caregivers**

Civil Society & Community Influencers

- **Local NGOs / CBOs** working on education, disability, gender, child protection
- **Youth Groups / Adolescent Clubs**
- **Community & Religious Leaders** – For norm change and acceptance of GESI
- **Local Media / Journalists**

Task 2: How would you analyze your stakeholders? (Please fill in these blanks)

We analyze our stakeholders using a **systematic and participatory stakeholder analysis approach** with a strong **Gender Equality and Social Inclusion (GESI) lens**.

First, we **identify all relevant stakeholders** at the district, upazila, school, and community levels, including government officials, education authorities, teachers, the ad hoc committee, parents, students (girls, boys, children with disabilities), NGOs, and media.

Second, we **categorize stakeholders** based on their **level of influence and interest** in promoting GESI in schools. This helps us understand who the key decision-makers, implementers, influencers, and rights holders.

Third, we **assess stakeholders' roles, responsibilities, and capacity** to support GESI objectives, including their awareness, commitment, and potential resistance to gender and social inclusion issues.

Fourth, we **analyze power dynamics and inclusion gaps**, focusing on whether marginalized groups—such as girls, children with disabilities, ethnic minorities, and disadvantaged students—are meaningfully represented and able to participate.

Stakeholder Engagement Plan (Linked to Power Dynamics Analysis)

Stakeholder Group	Level of Power	Level of Support for GESI	Key Role	Engagement Strategy	Key Activities	Frequency
DC / ADC	High	Medium	Policy approval, coordination	Keep satisfied & advocate	Courtesy meetings, policy briefs, progress updates	Quarterly
DEO / DPEO	High	High	Education oversight	Engage as GESI champions	Joint planning, review meetings, official endorsements	Monthly/Quarterly
UNO	High	High	Upazila coordination	Collaborative partnership	Coordination meetings, field visits, problem-solving	Monthly
UEO / USEO	Medium–High	High	School-level implementation	Close engagement & capacity building	Training, monitoring visits, technical support	Monthly
Head Teachers	Medium	High	School leadership	Empower & co-lead	School action plans, mentoring, review sessions	Monthly
Teachers	Low–Medium	High	Classroom implementation	Capacity strengthening	GESI training, peer learning, coaching	Regular

SMC / PTA	Low–Medium	Medium	Community oversight	Awareness & inclusion	Sensitization meetings, dialogue sessions	Quarterly
Parents	Low	Medium	Student support at home	Community engagement	Parent meetings, awareness sessions	Quarterly
Students (Girls, Boys, CwD)	Low	High	Rights holders	Empower & amplify voices	LIKE Clubs, leadership activities, feedback forums	Ongoing
Local NGOs / CBOs	Low–Medium	High	Technical & community support	Strategic collaboration	Joint activities, referrals, learning exchange	As needed
Media	Medium	Medium	Public awareness	Positive influence & visibility	Press briefings, success stories	As needed

Task 3 How would you engage your stakeholders? (Please fill in these blanks)

We engage our stakeholders through a **structured, inclusive, and context-specific approach**, guided by our **power, interest, and support/resistance analysis** and a strong **GESI lens**.

- **High-power stakeholders** (DC, UNO, DEO/DPEO) are engaged through regular coordination meetings, policy dialogue, progress sharing, and joint decision-making to ensure alignment with government priorities and sustained ownership.
- **Education implementers** (UEO/USEO, head teachers, teachers) are engaged through capacity-building, mentoring, school-level action planning, and continuous technical support to integrate GESI into daily school practices.
- **Community stakeholders** (Ad-hoc committee member, parents, religious and community leaders) are engaged through awareness-raising, dialogue sessions, and consultation meetings to address social norms, reduce resistance, and strengthen community support for gender equality and inclusion.
- **Rights holders**, particularly **students (girls, boys, children with disabilities, and marginalized learners)**, are engaged through safe participation platforms such as student clubs, leadership activities, feedback mechanisms, and child-friendly consultations.

- **Civil society and media** are engaged through strategic partnerships, knowledge sharing, and positive storytelling to amplify GESI messages and promote accountability.

Throughout implementation, we ensure **two-way communication, meaningful participation, and periodic review** of stakeholder engagement to respond to emerging risks, resistance, and opportunities.

Task 4: How would you monitor your stakeholders? (Please fill in these blanks)

We monitor and report stakeholder engagement through a **systematic, results-based, and GESI-sensitive monitoring framework**.

- We define **clear indicators** for stakeholder engagement, including participation, representation of marginalized groups, quality of engagement, and responsiveness to stakeholder feedback.
- We use **routine monitoring tools** such as meeting minutes, attendance records (disaggregated by sex, age, disability, and stakeholder type), training reports, field visit checklists, and stakeholder feedback forms.
- We track **engagement frequency and depth** with key stakeholders, particularly high-power actors and rights holders, to assess influence, ownership, and risk of disengagement or resistance.
- We establish **feedback and grievance mechanisms** to capture stakeholder concerns, suggestions, and complaints, and document actions taken in response.
- We conduct **periodic reviews** to assess effectiveness of engagement strategies, identify gaps in inclusion, and adjust approaches based on power dynamics and emerging risks.
- Stakeholder engagement findings are **consolidated and reported** through monthly, quarterly, and annual reports, highlighting lessons learned, challenges, and good practices in GESI integration.

Task 5 How would you utilize a certain methodology for meaningful engagement? (Please fill in these blanks)

We would utilize a **Participatory and GESI-responsive engagement methodology** to ensure meaningful, inclusive, and context-appropriate stakeholder participation. This methodology emphasizes **active involvement of stakeholders throughout the project cycle**, with particular focus on **rights holders and marginalized groups**.

Using this approach, stakeholders are engaged through **consultative meetings, participatory planning sessions, focus group discussions, and feedback mechanisms**, ensuring that diverse voices—especially girls, children with disabilities, and disadvantaged groups—are heard and reflected in decision-making. Power dynamics and potential barriers to participation

are continuously assessed, and engagement strategies are adapted to promote **safe, respectful, and equitable participation**.

This methodology supports **shared ownership, accountability, and sustainability** by moving beyond information sharing to **co-creation, dialogue, and joint problem-solving**.

Participatory Action Research (PAR) approach

We would utilize the **Participatory Action Research (PAR) approach** to ensure meaningful, inclusive, and action-oriented stakeholder engagement throughout the project cycle. PAR actively involves stakeholders—particularly **students, teachers, parents, and marginalized groups**—as **co-researchers rather than passive participants**.

Using the PAR approach, stakeholders jointly **identify key GESI issues**, analyze underlying causes, and **co-design context-specific solutions** through participatory tools such as group discussions, reflection sessions, school-level action planning, and feedback forums. Continuous cycles of **planning, action, reflection, and adaptation** allow stakeholders to learn from practice and improve interventions in real time.

This approach helps address **power imbalances**, strengthens local ownership, and ensures that engagement is **safe, inclusive, and responsive** to the needs and voices of girls, children with disabilities, and other disadvantaged groups. By linking evidence generation directly to action, PAR contributes to **sustainable change and accountability** in promoting gender equality and social inclusion in schools.

We use the PAR approach by engaging stakeholders as co-researchers to jointly identify GESI issues, implement actions, reflect on results, and adapt strategies, ensuring inclusive participation and sustainable ownership.

Task 6 (Please fill in these tables)

Project Stage	Target Stakeholders	Information to be Disclosed	Methods and Timing Proposed
Inception Phase (March 2024 – May 2024)	• Deputy Commissioner (DC) • Additional DC (Education/HRM) • District Education Officer (DEO) • District Primary Education Officer (DPEO) • District Women & Child Affairs Officer • District Social Welfare Officer • District	• Project vision, objectives, and scope • Introduction of GESI framework and expected outcomes • District-level coordination mechanism • Roles of district authorities and partners • Implementation of	• District inception meeting chaired by DC/DEO • Workshops with district education offices • Stakeholder orientation sessions • Email and document sharing (PP, concept note) • Individual consultations with key officials

	NGOs/INGOs (BRAC, Save the Children, Room to Read, CODEC, UNICEF, Mukti Cox's Bazar, NGO Platform reps) • Press Club / District Media • Progressive Religious & Cultural Leaders	upazilas and target schools overview	
Design Phase (June 2024 – Feb 2025)	District + Upazila Level Stakeholders (Planning & Consultation) Upazila Government & Education Administration • Upazila Nirbahi Officer (UNO) • Upazila Secondary Education Officer (USEO) • Upazila Education Officer (UEO) • Upazila Women Affairs Officer • Upazila Social Services Officer Civil Society & Influencers • Local NGOs/CBOs • Youth/Adolescent Clubs • Community & Religious Leaders • Local Media/Journalists	• Stakeholder mapping and engagement plan • School selection criteria and beneficiary targeting • GESI Diagnosis Framework tools (survey, FGD guides) • Identification of inclusion priorities (girls, disability, vulnerable children) • Consultation findings and design adjustments	• Upazila-level consultation workshops • School/community discussions • Technical review meetings with SMEs • Remote follow-up meetings • Sharing draft tools and feedback incorporation
Implementation & Capacity Building Phase – Part 1 (March 2025 – Oct 2025)	School & Community-Level Stakeholders (Implementation & Capacity Building) School Governance & Education Actors • Ad-hoc Committee members acting as SMCs • Parents • Head Teachers & Teachers (Male & Female) Student & Parent Groups • LIKE Clubs / Student Clubs (Girls,	• Detailed implementation schedule and school activity plans • Teacher training modules on inclusive pedagogy • Student-friendly capability and wellbeing activities • Data collection processes (baseline surveys, FGDs) • Feedback	• Capacity-building training sessions in schools • Regular monitoring visits and supervision • Data collection, analysis, and feedback workshops • Monthly coordination meetings • Continuous reporting via email and shared presentations

	Boys, Students with Disabilities) • Parents & Caregivers Service Providers • Training facilitators, data teams, support vendors	mechanisms for students/teachers	
Implementation & Capacity Building Phase – Part 2 (Nov 2025 – July 2026)	End Users + Regulatory & Community Support Structures • Students (girls, boys, children with disabilities) • Teachers and Head Teachers • Upazila and District Education Offices (UEO, USEO, DEO) • Women Affairs and Social Services Offices • Community & Religious Leaders for norm change	• Interim progress findings and learning • Compliance requirements and approvals from authorities • Strengthening community acceptance of GESI • Additional support strategies for marginalized learners • Sustainability planning with government and schools	• Refresher trainings and mentoring • Community dialogues and inclusion forums • Review meetings with education authorities • Monitoring reports shared with UNO/DEO • Workshops and remote coordination meetings
Results Dissemination Phase (Aug 2026 – Feb 2027)	District + Community Stakeholders (Knowledge Sharing & Scale-Up) • District Government Authorities (DC, DEO, DPEO) • District NGOs/INGOs and Educa		

Task 7 (Please fill in these tables)

Project Stage	Topic of Consultation / Message	Method Used	Target Stakeholders	Responsibilities
Inception Phase (March 2024 – May 2024)	• Project introduction, vision, and objectives • Agreement on district-level	• District inception meetings • Orientation workshops • Individual	District Level Stakeholders • DC, Additional DC (Education/HR M) • DEO,	• Project Team ensures coordination and reporting • District authorities

	- coordination and oversight • - Initial discussion on GESI priorities in Cox's Bazar schools • - Roles of government and civil society partners	- consultations • - Email and PowerPoint sharing	- DPEO • - District Women & Child Affairs Officer • - District Social Welfare Officer • - District NGOs/INGOs (BRAC, UNICEF, CODEC etc.) • - Press Club / Media	- provide approvals and strategic guidance • - NGOs/INGOs support alignment with existing education and protection initiatives
Design Phase (June 2024 – Feb 2025)	- Stakeholder mapping and school selection consultations • - Finalization of GESI Diagnosis Framework tools (survey, FGDs) • - Identifying inclusion needs (girls, disability, marginalized children) • - Development of implementation and capacity-building plan	- Upazila consultation workshops • - Technical review sessions • - School/community meetings • - Remote discussions and document sharing	District + Upazila Stakeholders • - UNO • USEO, UEO • - Upazila Women Affairs Officer • - Upazila Social Services Officer • - Local NGOs/CBOs • - Youth/adolescent clubs • - Community and religious leaders	- Project Team leads tool design and feedback incorporation • - Upazila officials validate school-level feasibility • - Community stakeholders ensure culturally appropriate and inclusive design
Implementation & Capacity Building Phase Part 1 (March 2025 – Oct 2025)	- Teacher training on inclusive pedagogy and capability-based education • - Establishment of LIKE Clubs and student participation mechanisms • - Baseline data collection and monitoring systems • - School-level	- School-based trainings • - Regular monitoring visits • - Data collection (survey, FGDs) • - Workshops and coordination meetings	School & Community-Level Stakeholders • - Head Teachers and Teachers • - Ad-hoc Committee members acting as SMCs • - PTA members • - LIKE Clubs / Student groups (girls, boys, students with disabilities)	- Teachers implement inclusive classroom practices • - Project Team provides training, mentoring, monitoring • - School committees support governance and community engagement • - Students and

	GESI action planning		• Parents and caregivers	parents provide feedback and participation
Implementation & Capacity Building Phase Part 2 (Nov 2025 – July 2026)	• Review of progress and midline learning • Strengthening community acceptance and norm change on gender inclusion • Additional support for vulnerable learners • Compliance updates with education authorities	• Refresher trainings • Community dialogues and forums • Upazila and district review meetings • Monitoring reports and feedback sessions	End Users + Regulatory Stakeholders • Students and teachers • Upazila Education Offices (UEO, USEO) • DEO/DPEO • Women Affairs and Social Services offices • Religious and community leaders	• Government authorities ensure compliance and sustainability • Project Team facilitates learning and improvement actions • Community leaders support social norm change • Schools strengthen inclusion measures for marginalized groups
Results Dissemination Phase (Aug 2026 – Feb 2027)	• Sharing final project results, lessons learned, and good practices • Evidence of improved GESI environment in schools • Policy recommendations and scale-up planning • Advocacy through media and partner networks	• District dissemination workshops/events • Community sharing meetings • Final reports, briefs, case studies • Media engagement and digital distribution	District + Community Stakeholders • DC, DEO, DPEO • District NGOs/INGOs and education platforms • Press Club / Media • Parents, youth groups, community leaders • Partner organizations and suppliers	• Project Team prepares and disseminates findings • District authorities support institutionalization in education system • NGOs/partners promote replication and advocacy • Media ensures positive messaging and awareness

What are the Resources, and who are the responsibilities for implementing stakeholder engagement activities?

Resources

1. Human Resources

- Head of Social Development
- Project Manager
- Head of MEL
- Research Associate
- Education Facilitators
- Finance & Admin Assistant
- Social, Education, Gender, and Inclusion Specialists
- Trainers and Capacity-Building Facilitators

2. Financial Resources

- Budget allocation for stakeholder meetings and workshops
- Costs for training sessions, venue rental, refreshments, and materials
- Travel and field visit expenses for project staff
- Support for community-level consultations and dissemination events

3. Logistical and Operational Resources

- Meeting venues at district, upazila, and school levels
- Transportation facilities for field travel
- Communication tools (mobile, internet, online meeting platforms)
- Office supplies and operational support

4. Technical Resources

- GESI Diagnosis Framework tools (survey questionnaires, FGD guides)
- Training manuals and teacher activity book materials
- Data management and reporting software (Excel, SPSS, Stata)
- Monitoring templates and stakeholder feedback mechanisms

5. Information and Communication Materials

- PowerPoint presentations and briefing notes
- Stakeholder engagement plan and consultation schedules
- IEC materials on gender equality, disability inclusion, child rights
- Project progress reports, policy briefs, and final dissemination documents

6. Institutional and Partnership Resources

- Support from District Administration and Education Offices
- Collaboration with NGOs/INGOs (BRAC, UNICEF, Save the Children, CODEC, etc.)
- Engagement of School Management Committees (SMCs), PTAs, LIKE Clubs
- Community and religious leaders for social norm change

Management functions and responsibilities - roles of the team

- **Head of Social Development:** Provides overall strategic guidance, ensures GESI mainstreaming, and leads coordination with district-level stakeholders.
- **Project Manager:** Manages day-to-day project implementation, coordinates stakeholder engagement activities, supervises field teams, and ensures timely delivery of project outputs.
- **Research Associate:** Supports data collection, analysis, documentation of findings, and preparation of reports, knowledge output, and products.
- **Head of MEL:** Oversees monitoring, evaluation, learning, and accountability; ensures quality data collection, reporting, and feedback integration.
- **Education Facilitators:** Conduct school-based trainings, support teachers and LIKE clubs, and promote inclusive and capability-based learning practices.
- **Finance and Admin Assistant:** Provides administrative and financial support, manages logistics for meetings and trainings, and ensures proper budget tracking and compliance.

What will the Project's Grievance Redress Mechanism (GRM) be to assist in recording, processing, and resolving complaints and grievances in a timely, effective, and efficient manner that satisfies all parties?

The Project will establish a **transparent, accessible, and GESI-responsive Grievance Redress Mechanism (GRM)** to receive, record, process, and resolve complaints and grievances in a **timely, fair, and effective manner**, ensuring satisfaction of all parties involved.

1. Principles of the GRM

The GRM will be guided by the following principles:

- **Accessibility:** Multiple, easy-to-use entry points for all stakeholders, including children and persons with disabilities
- **Confidentiality & Safety:** Protection of complainants, especially for sensitive GESI-related issues
- **Non-discrimination:** Equal treatment regardless of gender, age, disability, ethnicity, or status
- **Transparency & Accountability:** Clear procedures, timelines, and documented decisions
- **Timeliness:** Prompt acknowledgement and resolution

2. Channels for Submitting Grievances

Stakeholders may submit grievances through:

- Written complaints (complaint boxes at schools / project offices)
- Verbal complaints to teachers, focal persons, RDRS Bangladesh and Education Facilitator.
- Child-friendly and disability-friendly reporting options

3. GRM Structure and Roles

- **School-level GRM Focal Person:** Receives and records grievances

Committees will include **female members** and representatives trained on **GESI, child safeguarding, and confidentiality**.

4. GRM Process and Timeline

Step	Action	Timeline
1	Receipt & registration of grievance	Within 2 working days
2	Acknowledgement to complainant	Within 3 working days
3	Review and investigation	Within 7–10 working days
4	Resolution & decision	Within 15 working days
5	Feedback to complainant	Immediately after decision
6	Appeal	Within 7 working days

5. Recording and Documentation

- All grievances will be logged in a **GRM Register/Database**
- Records will include type of grievance, category (including GESI-related), action taken, and resolution status
- Data will be **disaggregated** (gender, age, disability, stakeholder type) while maintaining confidentiality

6. Reporting and Learning

- GRM data will be reviewed **monthly and quarterly**
- Key trends, resolution rates, and lessons learned will be included in **project progress reports**
- Findings will be used to **improve project design and stakeholder engagement**

Task 8 How would you monitor and report your stakeholder engagement?

Stakeholder engagement will be monitored and reported systematically to ensure participation, inclusion, and accountability:

- **Tracking Participation:** Maintain records of all interventions, trainings, meetings, and workshops, including attendance by gender, age, and disability groups.
- **Field Monitoring:** Regular school and community visits by the Project Manager, Research Associate, Education Facilitators team to observe engagement activities and gather feedback.

- **Feedback Collection:** Establish feedback mechanisms for stakeholders to share concerns and suggestions, conduct FGDs, surveys, and suggestion channels to capture stakeholder perceptions and concerns.
- **Data Analysis and Reporting:** The Research Associate will analyze engagement data, track progress, identify challenges, and prepare monthly, quarterly, and annual reports.
- **Reporting Channels:** Reports will be shared with district and upazila authorities, project partners, and donors; key findings and lessons will be disseminated through workshops and community meetings.
- **Integration with GRM:** Stakeholder feedback and grievances will feed into the GRM process, ensuring timely corrective action and continuous improvement.