MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

DIRECTORATE OF PROJECTS COORDINATION AND DELIVERY

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

SEQIP-Grievance Redress Mechanism

Operational Manual

May, **2019**

Acronyms and Abbreviations

CBC	Competency Based Curriculum
CBOs	Community Based Organization
CDE	County Director of Education
CEMASTEA	Centre for Mathematics, Science, and Technology Education in Africa
CESA	Continental Strategy for Education in Africa
ESMF	Environmental and Social Management Framework
FPIC	Free Prior and Informed Consent
GRM	Grievance Redress Mechanism
ICT	Information, Communication and Technology
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya national Examination Council
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PAD	Project Appraisal Document
PDO	Project Development Objective
PIM	Project Implementation Manual
PPSD	Project Procurement Strategy Development
SEQIP	Secondary Education Quality Improvement Project
TPD	Teacher Professional Development
VMGF	Vulnerable and Marginalized Groups Framework

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Overview on the GRM Manual

This Grievance Redress Mechanism (GRM) Manual for the Secondary Education Quality Improvement Project (SEQIP), hereafter referred to as SEQIP-GRM, is aimed to assist in addressing potential or actual grievances related to SEQIP. This manual is product of consultative workshops held at the national and regional level to document views from SEQIP staff and relevant stakeholders on the considerations for designing, establishing, and operating an effective GRM for the project. The national workshop brought together SEQIP staff and other statutory institutions who may be involved in grievance redress. The regional consultative workshops, held in Kakamega (xxx), Garissa (xxx) and Machakos (xxx), brought together relevant stakeholder from all the 30 counties targeted by SEQIP. The relevant stakeholders include: person with disabilities, marginalised communities, parents' association, teachers' union, school-heads associations, NGO's, and faith-based organisations, as well as other relevant government entities such as NEMA and chiefs. These grievances may exist at the National, County, Sub- County, and local beneficiaries' level. The grievances may involve SEQIP staff, beneficiary schools and communities, and other relevant indirect stakeholders such statutory organs, Teachers' Unions, Parents' Associations, Faith-Based Organisation, Civil Society Organisations, and civic leaders. A National GRM validation and disclosure workshop was held at Kenya Institute of Curriculum Development (KICD) on 28th March, 2019 to confirm the contents of the draft GRM manual and cultivate a Free Prior and Informed Consent on the implementation of the Manual and Disclosure at the authentic wish of the relevant stakeholders for redressing SEQIP grievances. In total, the GRM consulted a total of xxx stakeholders, whose list of the participants is herein attached at the appendix (see 0) and sample photos for the session (see 0).

This manual presents: an overview of SEQIP (see Section 1), GRM situation analysis (see Section 2), Grievance Redress Mechanism considerations (see Section 3), GRM management (see Section 4), and GRM monitoring and evaluation (see Section 5).

The manual will be implemented to ensure SEQIP has a proactively operational GRM. It is recommended that each implementing entity: MoE, TSC, KNEC, KICD, and CEMASTEA establish, or where existing strengthen an institutional GRM to fed into the overall SEQIP.

1. Introduction

1.1 **SEQIP justification**

The Secondary Education Quality Improvement Project (SEQIP) is supported by a World Bank Credit of €175.5 Million (USD 200 Million equivalent) to improve quality of education in upper primary and secondary education levels in Kenya.

1.1.1 SEQIP design considerations

SEQIP design was informed by lessons learned from: (i) measures to improve education quality, with a focus on gender and socio-economic equity, established in many countries; and (ii) evidence from the latest comprehensive meta-analysis of education impact evaluations in developing countries.

The lessons learned have identified critical factors towards improved student learning to include; (a) teachers with requisite content knowledge and pedagogical skills; (b) addressing accountability and incentive issues in teacher management to ensure teachers are deployed where required and to effectively use instructional time; (c) a 'structured pedagogy' approach, defined as a package of well aligned teachers and teachers support: (i) teacher training, (ii) ongoing teacher support, (iii) resources for teachers, and (iv) learning materials for students; (d) a learning environment consisting of appropriate class size, that enables all students to engage in learning; (e) adequate and timely provision of learning preparations or remediation to students; and (f) an appropriate curriculum, with regular assessments that are linked to expected curricular outcomes.

Thus, the project is designed to utilise these lessons learned which are packaged into three components: Component 1: improving quality of teaching in targeted areas (linked lessons learned: a, b, c, e, f); Component 2: improving retention of students in upper primary and transition to secondary school in target areas (Lessons learned: d); and Component 3: System reform support (Lessons learned: f).

1.1.2 SEQIP beneficiaries

The project targets 7,852 public primary and 2,147 secondary schools from 30 Counties and 110 Sub-Counties that are educationally and economically disadvantaged. Some 600,000 pupils in upper primary grades 7 and 8 and 600,000 secondary school students in Forms 1-4 are targeted to benefit from improved learner-teacher ratio, improved textbook-learner ratio, enhanced teacher professional development (17,000 primary and 8,500 secondary schools Science, Mathematics and English subject teachers); improved school infrastructure, targeted advocacy, social support and gender-sensitization programme for learners in the Upper Primary (Grades 7 and 8) in public primary schools at the risk of dropping out of school; scholarship combined with mentorship and gender-sensitization programme for poor but promising students to transition to Form 1. The social support will include provision of school kits for targeted children to offset indirect costs borne by parents of poor and vulnerable children. The gender-sensitization programme will benefit the teachers, leaner members of BoM, Parents and community leaders.

1.2 **SEQIP Objectives**

SEQIP is guided by a High-level Objectives to which it contributes and a Project Development Objective.

1.2.1 SEQIP higher-level objectives:

The SEQIP is aligned to the Constitution of Kenya, 2010 which provides that every person has a right to education (Article 43(1) (f)). In addition, it contributes to the achievement of Kenya's Vision, 2030 aspirations and needs to reform education and training system to produce graduates who are equipped with 21st Century Universal Basic Skills. This will foster knowledge-based sectors, especially manufacturing and service, necessary for the country to become an upper-middle-income nation.

1.2.2 SEQIP development objective (PDO)

The PDO is to improve student learning in secondary education and transition from primary to secondary education in targeted areas.

1.2.3 PDO-Level Result Indicators

The PDO will be measured by the following Key Performance Indicators, measured both aggregately and separately for boys and girls.

(a) Average student test score in science subjects at Form 2 at public schools in targeted areas. This indicator will have sub-indicators on subject-specific and female test scores.

(b) Average student test score in mathematics at Form 2 at public schools in targeted areas. This indicator will have sub-indicator on female test scores.

(c) Transition rate from primary to secondary education in target sub-counties. This indicator will have sub-indicator on female transition rate.

1.3 **Rationale for SEQIP GRM**

The Project Appraisal Document (PAD) has rated SEQIP overall risk as substantial. This is based on eight (8) risks categories that include: (a) technical project design – SEQIP has multiple components and subcomponent with strong systemic reforms including change of curriculum which may trigger high risk-based potential grievances of political and governance nature; (b) current capacity of MoE is inadequate -particularly in the absence of adequate personnel with required skills and knowledge to implement a time-bound IDA project with a strong a strong M&E component. This may trigger high risk-based potential project management and implementation performance related grievances; (c) Budgetary allocation -SEQIP will target 30 out of 47 counties and 110 out of 289 sub-counties and focus on 7,852 primary schools out of about 25,000 public primary schools (to be confirmed) and 2,147 out of about 8,000 secondary schools in Kenya. as well as the level and type of support that can be provided under available budgets may trigger grievance related to targeting criteria; (d) SEQIP triggered three World Bank Operational policies: OP 4.01 Environmental Assessment, OP 4.11 Physical Cultural Resources, and OP 4.10 Indigenous Peoples and may invoke several policies and laws under the Country Systems such ethics and conduct of public officers, corruption and economic crimes, labour relations, and human rights laws. The compliance threshold for these policies and laws

is robust and may trigger a wide range of grievances related to administrative justices, violation of human rights (equality, social inclusion of vulnerable groups including VMGs) environmental compliance, civil and criminal proceedings from a wide range of beneficiaries and stakeholders. The capacity and capability of SEQIP to address these grievances will depend on existence of a robust GRM and the organisation commitment to implement it.

1.3.1 SEQIP Grievance Redress Mechanism

SEQIP is being implemented by the Government of Kenya through the Ministry of Education under the World Ban's supervision. SEQIP's design was guided by the relevant World Bank operational policies and procedures and Kenya government policies, laws and measures. SEQIP implementation is guided by the Project Appraisal Document (PAD) and supported by various frameworks (VMGF, ESMF) and manuals (PIM, FM' PPSD and PM). During the time of implementation, further guiding tools will be prepared to improve SEQIP implementation performance. SEQIP GRM is one of such tools aimed to support the implementing agencies to address any potential or real grievance that may emerge from the project throughout its implementation cycle.

1.3.2 Purpose of GRM

The purpose of SEQIP GRM is to offer project stakeholders an opportunity to seek and receive grievance redress and strengthen project's team to identify, track, resolve and refer eligible grievances thereby enhancing project's efficiency and development results and outcomes. Thus, the SEQIP GRM provide guidance, guidelines and modalities for managing and addressing grievances that may emerge from SEQIP implementation process. The GRM framework provides modalities for raising awareness, visibility, and understanding on SEQIP and providing feedback on its implementation.

1.3.3 Objectives of SEQIP GRM

The overall objective of SEQIP GRM is to improve SEQIP operational efficiency by identifying and addressing project-related problems before they become more serious and/or widespread, thereby preserving the project funds and the reputation of World Bank and Kenya Government.

The specific objectives of SEQIP GRM are:

(a) Establishing and equipping GRM Structures
(b) Develop and publicize GRM operational guidelines and tools
(c) Capacity building of GRM structures
(d) Manage all categories of grievances at appropriate project operational level
(e) Stimulating external demand for GRM
(f) Influencing institutionalization of good practices within the ministry structures
(g) Monitoring and evaluating grievance redress processes

2. Situation Analysis

2.1 **Grievances categories**

SEQIP will categorize grievances received using the guidance summarised in **Error! Reference source not found.** which include Basic information communication; public administration ethics and conduct; Governance; human rights; environmental compliance; corruption and economic crimes; and VMGs rights and interest. Grievances outside SEQIP mandate will be referred to the appropriate statutory institution.

Table 2-1: Institutional and laws appropriate for SEQIP GRM

Categories of grievances	**Institutions**	**Constitutional provisions, Laws and legal provisions**
1. Basic information	SEQIP implementing and beneficially institutions	
(a) Access to information[1]	MoE, KICD, KNEC, TSC, CEMESTEA	CoK 2010 Article 35 (1)
(b) Correction and deletion of untrue or misleading information that affects the person	MoE, KICD, KNEC, TSC, CEMESTEA	Article 35 (2)
2. Public administration ethics and conduct	CAJ, AC	
(a) State organs and all officer duty	CAJ	CoK, 2010 Article 21(3)
(b) Standards of administrative action:	CAJ	**CoK, 2010 Article 47(1)**
(c)Abuse of state or office power	CAJ	CoK, 2010 Article 59 (2)(i); CAJ Act 2011; LI Act, 2012.
3. Governance-related grievances[2]		
(a)Violation of code of ethics for State Officer	EACC	LI Act, 2012
4. Violation and breach of codes of ethics		
(a) Violation of codes of ethics;	Respective public entity[3]:	LI Act, 2012.
(b) Breach of the code of ethics by public officers:	See (b)(i) -Respective public entity	Public Service Ethics Acts, 2003
(c) Breach of Code of Conduct and Ethics by Public Officers	Public Service Commission; Teacher Service Commission EACC	EACC Article 11(1)(c)) or CAJ Act, 2011
5. Violation of human rights and fundamental freedoms		
(i) **Gender equality and general Equality matters**. (ii) Equality and freedom from discrimination, (iii) Non-discrimination of special needs groups, (iv) Economic and Social Rights	NGEC	CoK 2010 Article 21; 27; 59; and NGEC Act, 2011
(a) Equality and freedom from discrimination: -Equality -every person; Equality of men and	NGEC	CoK, 2010 Article 27

[1] Information held by the state or another person for the exercise and protection of any right or fundamental freedoms. Also– non-disclosure, lack of clarity, misleading can be addressed under this constitutional provision

[2] Procedural justice -fairness and transparency for decision-making processes -FPIC; Distributional justice -fairness in the distribution of rights and resources)

[3] Each public entity shall prescribe a specific Leadership and Integrity Code (Article 37), and have every state officer sign and commit to it (Article 40). Appropriate Commission (MoE, KNEC and KICD – Public Service Commission; Teachers and TSC workers -TSC), or EACC

women to opportunities in political, economic, cultural and social;		
(b) Non-discrimination of vulnerable groups: – Vulnerable groups within the society legislative, other measures including affirmative programmes (see CoK 2010 for *special needs groups* Article 53 -Children rights, 54 -Persons with disability; 55 -Youth; 56 -Minorities and marginalized groups)	NGEC National Council for Children's Services (NCCS) National Council for persons with disabilities (NCPWD)	CoK, 2010 Article 27 Children Act, NO. 8 OF 2001[4]
(c) Economic and Social Rights: -health, sanitation, freedom from hunger, adequate and quality food, clean safe and adequate water, social security, education, emergency medical treatment);	NGEC	**CoK 2010 Article 43** Prohibition of Female Genital Mutilation Act No. 32 of 2011
(d) All other human rights matters (not within the jurisdiction of SEQIP and not under CAJ, NGEC, EACC, DPP or courts)[5]	KNCHR	CoK 2010 Article 28; 59 (2) (b) KNCHR Act, 2011
6. Corruption and Economic crimes: (Unethical conduct)	EACC, DPP, DCI	***EACC Act, 2011[6] Article 11; ACEC Act No. 3 2003[7].***
7. Labor relations Termination/Summary Dismissal, Breach of Employment Contract Terms, Conflicts with Trade Unions, Work Injury, Discrimination, Sexual Harassment, Service Pay, Termination for Cause: Reasons or No Reasons, Suspension, and Waiver of Claims	Trade Union and Labour Tribunals	The Constitution of Kenya, 2010; Employment Act, 2007 (No. 11 of 2007); Employment and Labour Relations Court Act, 2011 (No. 20 of 2011); Labour Relations Act (No. 14 of 2007); Labour Institutions Act (No. 12 of 2007); Occupational Safety and Health Act, (No.15 of 2007)
8. Environmental compliance violations EI/A, Air Quality, Noise and Excessive Vibration Pollution, and Water quality	NEMA, Land and Environmental Court	EMCA, 1999, The Environmental (EI/A) Regulations, 2003. Air Quality Regulations, 2014[8]; Waste Management Regulations, 2006[9]; Noise and Excessive Vibration Pollution- (Control) Regulations, 2009[10]; Water quality Regulations, 2006[11]
9. Occupational Safety and Health Chemical substances, statutory examinations and tests of plant/equipment, Fire Risk, Medical Examination of Workers	DOSH	The Occupational Safety and Health Act (Cap 514); Fire Risk Reduction Rules, (LN 59/2007); Medical Examination Rules LN24/2005
10. Safety schools	BoM and MoE, County Government	School Safety Standards Manual[12]
11. Civil wrongs and criminal offences	Attorney-General Director of Public Prosecution (DPP) or Director of Criminal Investigation through the National Police Service	CoK CAP 75 -Kenya Criminal Procedure Code and Kenya Penal Code (revised 2012)

[4] There is a proposed CHILDREN BILL - Draft - February 2018 at the http://www.childrenscouncil.go.ke but it's not available on the bill tracker on http://kenyalaw.org/

[5] CoK 2010 Article 28 -human dignity; 29 -freedom and security of person; 30 -slavery, servitude and forced labor; 31 -privacy; 32 -freedom of conscience, religion, belief and opinion; 33 -freedom of expression; 35 -Access to information; 41 -fair labor practices; 42 -Clean and health environment and (assault, rape, defilement, Child prostitution, Child pornography, etc); Prohibition of Female Genital Mutilation Act No. 32 of 2011

[6] Ethics and Anti-corruption Act No. 22 of 2011

[7] Anti-Corruption and Economic Crimes Act, No 3 of 2003

[8] Legal Notice No.34. Regulations, 2013

[9] Kenya Gazette supplement No 69. Legislative supplement No. 37)

[10] Legal Notice No. 61

[11] Legal notice No. 121

[12] downloadable at cwsglobal.org/wp-content/uploads/2017/01/CWS-SSZ-Schools-Manual_Kenya.pdf

2.2 **Grievances analysis**

2.2.1 Risk-based potential grievance for SEQIP Components

SEQIP identified 26 activities with a potential trigger 54 grievances with an average risk rating of 3.7 which is considered substantial. These activities will be closely monitored to assist in providing grievance alerts, rating of risks, early grievance avoidance mechanism, and mechanism for building institutions capacity to address potential grievances that may become real. The grievances may be factual and informed or based on perceptions or out of misconceptions.

SEQIP Component 1: Improving quality of teaching in target areas. The component has 3 sub-components with a total of 9 activities (1 related to activities for reducing teacher's shortage, 6 related to teacher professional development, and 2 related to provision of text books. The component may trigger 15 potential grievances and an average rating of 3.0, which is described as moderate.

SEQIP Component 2: Improving retention in upper primary school and transition to secondary school in targeted areas. The component has 2 sub-components with a total of 7 activities (3 activities from sub-component 2.1 on improvement of school infrastructure and 4 from sub-component 2.2 on improving retention and transition of poor and vulnerable learners). The component may trigger 29 grievances with an average risk rating of 3.9 which can be described as high.

SEQIP Component 3: System reform support. The component has 2 sub-components with a total of 10 activities (6 activities from sub-component 3.1: Development and introduction of Competency-Based curriculum, and 1activity from sub-component 3.2: Strengthening of national system for monitoring learning progress and national examination). The component may trigger 6 grievances with an average risk rating of 4.1 which can be described as high.

Table 2-2: SEQIP GRM Risk-based analysis of potential grievances

Component	**Sub-component**	**Activities with potential to trigger grievances**	**Grievances Counts**	**Risk Rating**
Component 1. Improving quality of teaching in target schools	1.1: Reducing Teacher Shortage	1 (Recruitment of Teachers)	5	3.2
	1.2: Enhancing Teachers Professional Development	6 (Procurement of institutions to offer SBTSS, Recruitment of facilitators and subject panelists, Adaptation of materials, Administration of teacher proficiency tools, Implementation of SBTSS, TPD implementation)	7	3.2
	1.3: Provision of Text Books	2 (Distribution of textbooks, Adaptation of textbooks for learners with disabilities)	**3**	**2.7**
	Sub-Total	**9**	**15**	**3.0**
Component 2. Improving retention in upper primary school and transition to secondary school in targeted areas	2.1: Improvising School Infrastructure	3 (Selection of beneficiary schools for MPSSI, Selection of individual school packages, Site Constructions)	15	3.7
	2.2: Improving retention in upper Primary and transition to secondary school for poor and vulnerable learners	4 (Scholarships, mentorship, Advocacy, Social Support, Gender sensitization)	14	4
	Sub-Total for Component 2	***7***	***29***	***3.9***
Component 3: System reform support	3.1: Development and introduction of competency-Based curriculum	6 (Adaptation of curriculum support materials, Reorganization of the school system under CBC, adaptation CBC; National CBC Piloting for Grade 4; Selection method of pilot schools-whether census or sampling; Capacity building and retooling of teachers, field officers and other stakeholders on CBC; and Roll out of CBC)	6	4.2
	3.2: Strengthening of national system for monitoring learning progress and national examination	4 (Adaptation of curriculum assessment materials; National assessment for Grade 3; whether census or sampling; Assessment of learners with HI; being assessed in signed exact English (SEE) while being taught in KSL; Capacity building and retooling of teachers, field officers and other stakeholders on CBA)	4	4
	Sub-Total for Component 3	***10***	***10***	***4.1***
Total for SEQIP Risk-based Potential Grievances		**26**	**54**	**3.7**

Risk Rating: (substantial/very high =5; high = 4; moderate =3 and low =2 or 1),

2.2.2 Estimation of GRM users and resources

SEQIP will address grievances from nine (9) categories of GRM users who include potential complainants and institutions that may be used to address the grievances. SEQIP has estimated that the GRM will serve a total of 6,303,428 direct users and 391,744,076 indirect users across the multiple levels of governance.

Table 2-3: Estimation of GRM users and resources

Categories of GRM users	Direct users	Specific Actors
SEQIP implementing partners	90	MoE, TSC, KNEC, KICD, and CEMASTEA;
SEQIP consultants' firms and individual consultants	79	DC&SCs, GBV and Scholarship & Advocacy consultants;
Non-state Actors	257	CSO's, FBOs, KNUT and KUPPET
County Government	90	CDEs, CPCs, and TSC-CD
Sub-County Government	330	S-CDEs, SCQASO, and TSC-SCD
Regular Primary Schools (79,246)	3,189,174	Head Teachers, Pupils, Teachers, Supportive Staff, Parents, BoM
Regular Secondary Schools	3,080,572	Principals, Pupils, Teachers, Supportive Staff, Parents, BoM
Special Needs Schools	32,937	Principals, Pupils, Teachers, Supportive Staff, Parents, BoM
Marginalized Communities and groups	15,000	(30 VMGs with a 500 potential GRM user) See Annex 12
Total	6,318,529	

Noting the numerous direct GRM users and the substantial financial allocation and human resources to manage the GRM value chain, SEQIP will establish multiple levels of GRM governance and management. The levels will allow the downward and upward scaling of GRM related roles and resources. SEQIP will establish reasonable grievance uptake locations while not compromising user's accessibility of the GRM to avoid duplications of roles across the levels. Training of the users will be cascaded downward from the National level up to the school level.

1. Institutional analysis

2.2.3 Institutions for SEQIP GRM

This manual has identified the appropriate institution for addressing the various potential grievances (see 2.1). The institutions can be grouped into twelve (12) categories based on the similarity or complementarity of their statutory mandate and mode of addressing potential benefits and targeting by project interventions, (see **Error! Reference source not found.**). The categories include: (a) MoE as the lead implementing agency, (b) project beneficiary institutions (KICD, TSC, KNEC, and CEMASTEA); (c) other ministries and agencies with relevant mandate or competency such as Ministry of Gender, Sports, Culture and Social Services, National Council for Persons With Disabilities (NCPWD); (c) referral institutions such as NGEC, CAJ, KNCHR, NEMA, and National Treasury; Ministry of Interior and Coordination of National Government (MICNG); Ministry and Social Protection and Ministry of Public Service, Youth and gender (d) county government; (e) private sector

(Publishers), (f) faith-based Organisations, pressure groups (KNUT, KUPPET, CSO's), (f) local community including VMGs.

Table 2-4: SEQIP GRM: Categories of grievances, Institutions for redress, and legal provisions

Categories of grievances	**Institutions**	**Constitutional provisions, Laws and legal provisions**
1. Basic information	SEQIP implementing and beneficiary institutions	
(a) Access to information[13]	MoE, KICD, KNEC, TSC, CEMESTEA	CoK 2010 Article 35 (1)
(b) Correction and deletion of untrue or misleading information that affects the person	MoE, KICD, KNEC, TSC, CEMESTEA	Article 35 (2)
2. Public administration justice	CAJ, AC	
(a) Duty of state organs and public officers	CAJ	CoK, 2010 Article 21(3)
(b) Standards of administrative duty	CAJ	**CoK, 2010 Article 47(1)**
(c) Abuse of power for state office or public office	CAJ	CoK, 2010 Article 59 (2) (i); CAJ Act 2011; LI Act, 2012.
3. Governance values[14]		
(d) Violation of codes of ethics;	Respective public entity[15]: EACC	LI Act, 2012.
(e) Breach of the code of ethics by public officers:	Respective public entity: PSC, TSC, and EACC	Public Service Ethics Acts, 2003 (see Article (b)(i)) Teacher Service Ethics Act EACC
(f) Breach of Code of Conduct and Ethics by Public Officers	Public Service Commission; Teacher Service Commission EACC	EACC Article 11(1)(c)) or CAJ Act, 2011
4. Violation of human rights and fundamental freedoms		
(i) **Gender equality and general Equality matters**. Equality and freedom from discrimination, Non-discrimination of special needs groups, Economic and Social Rights	NGEC NCPWD	CoK 2010 Article 21; 27; 59; and NGEC Act, 2011
(a) Equality and freedom from discrimination: -Equality -every person; Equality of men and women to political, economic, cultural and social opportunities;	NGEC NCPWD	CoK, 2010 Article 27
(b) Non-discrimination of vulnerable groups: – Vulnerable groups within the society legislative, other measures including	NGEC	CoK, 2010 Article 27

[13] Information held by the state or another person for the exercise and protection of any right or fundamental freedoms. Also– non-disclosure, lack of clarity, misleading can be addressed under this constitutional provision

[14] Procedural justice -fairness and transparency for decision-making processes -FPIC; Distributional justice -fairness in the distribution of rights and resources)

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affirmative programmes (see CoK 2010 for *special needs groups* Article 53 -Children rights, 54 -Persons with disability; 55 -Youth; 56 -Minorities and marginalized groups)	National Council for Children's Services (NCCS) NCPWD	Children Act, NO. 8 OF 2001[16]
(c) Economic and Social Rights: -health, sanitation, freedom from hunger, adequate and quality food, clean safe and adequate water, social security, education, emergency medical treatment);	NGEC NCPWD	**CoK 2010 Article 43** Prohibition of Female Genital Mutilation Act No. 32 of 2011
(d) All other human rights matters (not within the jurisdiction of SEQIP and not under CAJ, NGEC, EACC, DPP or courts)[17]	KNCHR	CoK 2010 Article 28; 59 (2) (b) KNCHR Act, 2011
(e) Gender-based violence Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH)	NPS, DPP, DCI, Courts, NCPWD	Sexual Offences Act No 3 of 2006
5. Corruption and Economic crimes: (Unethical conduct)	EACC, DPP, DCI	***EACC Act, 2011[18] Article 11; ACEC Act No. 3 2003[19].***
6. Labor relations Termination/Summary Dismissal, Breach of Employment Contract Terms, Conflicts with Trade Unions, Work Injury, Discrimination, Sexual Harassment, Service Pay, Termination for Cause: Reasons or No Reasons, Suspension, and Waiver of Claims	Trade Union and Labor Tribunals	The Constitution of Kenya, 2010; Employment Act, 2007 (No. 11 of 2007); Employment and Labor Relations Court Act, 2011 (No. 20 of 2011); Labor Relations Act (No. 14 of 2007); Labor Institutions Act (No. 12 of 2007); Occupational Safety and Health Act, (No.15 of 2007)
7. Environmental compliance violations EI/A, Air Quality, Noise and Excessive Vibration Pollution, and Water quality	NEMA, Land and Environmental Court	EMCA, 1999, The Environmental (EI/A) Regulations, 2003. Air Quality Regulations, 2014[20]; Waste Management Regulations, 2006[21]; Noise and Excessive Vibration Pollution- (Control) Regulations, 2009[22]; Water quality Regulations, 2006[23]
8. Occupational Safety and Health Chemical substances, statutory examinations and tests of plant/equipment, Fire Risk, Medical Examination of Workers	DOSH	The Occupational Safety and Health Act (Cap 514); Fire Risk Reduction Rules, (LN 59/2007); Medical Examination Rules LN24/2005
9. Civil wrongs and criminal offences	NPS, DPP, DCI, Courts	CoK CAP 75 -Kenya Criminal Procedure Code and Kenya Penal Code (revised 2012)

[16] There is a proposed Draft Children Bill -February 2018 at the http://www.childrenscouncil.go.ke but it's not available on the bill tracker on http://kenyalaw.org/

[17] CoK 2010 Article 28 -human dignity; 29 -freedom and security of person; 30 -slavery, servitude and forced labor; 31 -privacy; 32 -freedom of conscience, religion, belief and opinion; 33 -freedom of expression; 35 -Access to information; 41 -fair labor practices; 42 -Clean and health environment and (assault, rape, defilement, Child prostitution, Child pornography, etc); Prohibition of Female Genital Mutilation Act No. 32 of 2011

[18] Ethics and Anti-corruption Act No. 22 of 2011

[19] Anti-Corruption and Economic Crimes Act, No 3 of 2003

[20] Legal Notice No.34. Regulations, 2013

[21] Kenya Gazette supplement No 69. Legislative supplement No. 37)

[22] Legal Notice No. 61

[23] Legal notice No. 121

2.2.4 Institutional credibility assessment

This section presents a framework for institutional credibility analysis that SEQIP can use to tract its readiness to successfully address potential grievances. The framework uses 7 credibility perspectives which include: legitimacy, accessibility, predictability, fairness, rights compatibility, transparency, and capability (see **Error! Reference source not found.**).

Table 2-5: Criteria for assessing institutional credibility

Credibility aspect	Details
Legitimacy	Independence of governance structure to a particular grievance
Accessibility	Sufficiency of assistance in terms of language, literacy, awareness, cost, or fear of reprisal
Predictability	Clear procedure, timelines for each stage, and types of results
Fairness	Procedures in terms access to information, opportunities, and meaningful and active participation in final decision
Rights compatibility	Consistency of outcomes with national and international standards, restrictiveness to other redress mechanism
Transparency	Procedures and outcomes meet the public interest concerns at stake
Capability	Sufficiency of technical, human, and financial resources to deal with the issues at stake

This section presents the framework of grievance redress mode that SEQIP can use to track its readiness to successfully address grievances. The framework consists of five (5) modes that define institutional assertiveness and cooperativeness behavior during grievance redress process. These modes include: competing, avoiding, accommodating, collaborating, and compromise (see **Error! Reference source not found.**). Institutions behavior is a sum total of the behavior of individual officers, often influenced by top leadership, which determine the dominant culture of the institution in redressing grievances. The dominant mode can fall anywhere within the continuum of assertiveness and cooperativeness. This may influence institutional predisposition to generating or escalating grievances to unmanageable levels (see 3.2). These modes are intentional and therefore can be shaped increase the chances of redressing grievances.

Table 2-6: Complaint handling modes

Complaint handling Mode	**Details**
Competing	Competing is assertive and uncooperative, a power-oriented mode. One party pursues own concerns at the expense of the other party, using whatever power seems appropriate to win own position. Competing may mean standing up for own rights, defending a position believed to be correct, or simply trying to win.
Collaborating	Collaborating is both assertive and cooperative. One party collaborating, an individual attempt to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.
Avoiding	Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the

	conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
Accommodating	Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglect his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.
Compromise	Compromising is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

3. Grievances redress

3.1 Grievance redress approaches

Depending on the nature of concern, SEQIP will use (5) approaches to redress admissible grievances. Table 3-1 presents alternative dispute resolution (ADR) mechanism: discussion, negotiation, mediation, and arbitration as well as legal remedy.

Table 3-1: Grievance redress approaches

Grievance redress approach	Details
Discussion	Exchanging ideas on how best to remedy or set right a grievance
Negotiation	Parties seek to confer together to settle differences over a matter. They may disagree over some or all the terms of the deal or agree on most of the terms
Mediation	Facilitated by a mediator: A neutral third person who facilitate and encourages
Arbitration	The disputes are resolved outside the courts. The decision is made by one or more persons, who renders the "arbitration award".
Legal remedies	A **legal remedy**, also **judicial** relief or a **judicial remedy**, is the means with which a court of **law**, usually in the exercise of civil **law** jurisdiction, enforces a right, imposes a penalty, or makes another court order to impose its will.

3.2 Grievance redress levels

Figure 3-1 present the seven (7) potential levels where project-related grievances can be redressed. These include:

1.2.1 Beneficiary community or target schools;

1.2.2 Governance levels, referred to as "borrower", mainly at sub-national levels (sub-county and county levels) and national levels;

1.2.3 Other relevant national systems (referral statutory institutions such NGEC, CAJ, KNCHR, NEMA, Kenya Police Service, Tribunals, and courts);

1.2.4 World Bank internal levels: Concerns can be submitted to the following - (i) project management levels, in particular, technical matters to the Technical Team Leaders, safeguards issues to Safeguard Experts; (ii) Grievance Redress Service for concerns pertaining to project-affected communities[24]; and (iii) Integrity Unit for fraud, corruption, collusion, coercion, or obstruction or staff misconduct[25] (see Annex for form)

1.2.5 the Inspection Panel

The choice of the level to submit and resolve grievances depend on the nature of concerns, understating of the aggrieved party, and institutional credibility. Since each of these levels have implications on the project, the levels l at which the grievances may be submitted will be established and operationalized. However, whatever level is chosen, care will be observed not to obstruct justice including referral of concern to institutions considered credible. A rule-of-thumb, SEQIP will encourage that grievances be

[24] Please contact the Grievance Redress Service of the World Bank: grievances@worldbank.org.

[25] https://wbgcmsprod.microsoftcrmportals.com/en-US/anonymous-users/int-fraud-management/create-new-complaint/?clear

redressed at the lowest project levels by improving institutional credibility and only refer complex grievances to higher levels, but in systematic and progressive manner.

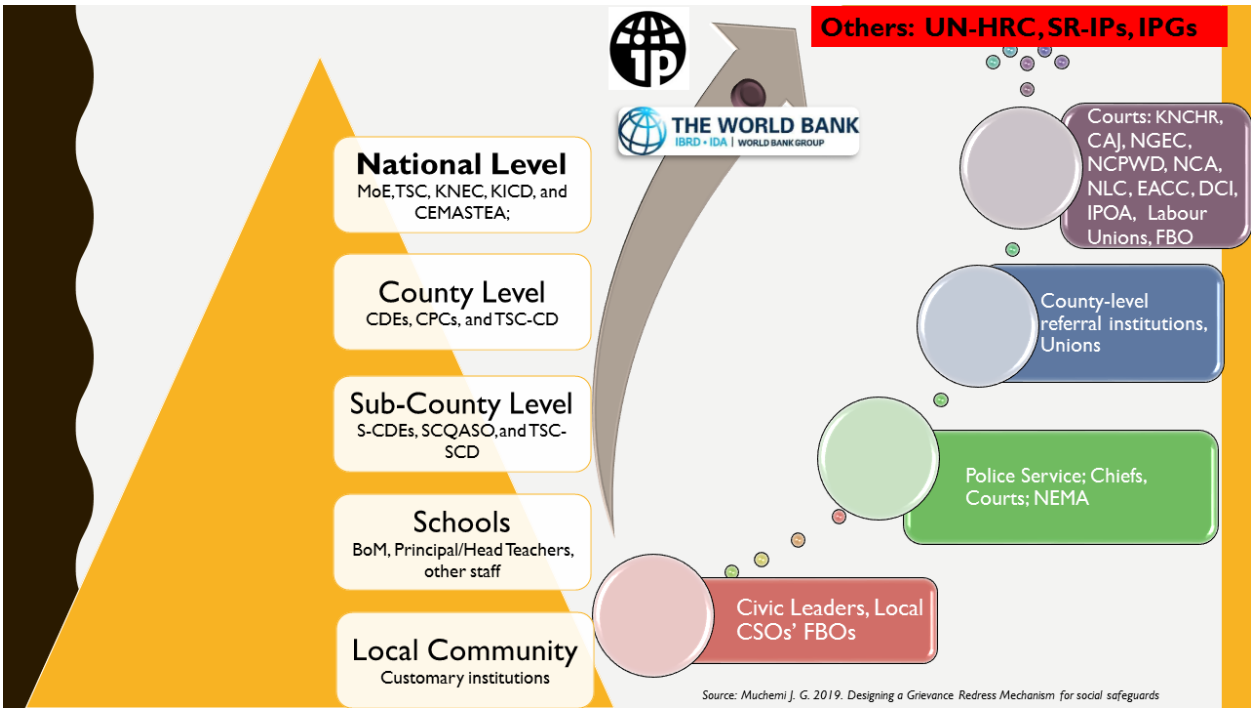


Figure 3-1: Potential levels where SEQIP related grievance may be redressed or escalated

3.3 **Grievances risk rating**

The potential grievances that may emerge from SEQIP have different rating in terms effects on beneficiaries, borrower (Government), and lender (World Bank). Grievance rating may be weighed on the basis of the project affected person (PAP) or institution affected (beneficiary, government, or World Banks) and the nature of effect (degree of intensity and geographic spread). The rating on the basis of nature of effect may variably scaled across the various categories of grievances. For example, an effect could be rated on the basis of acuteness depending on whether it causes fatality (death) or casualty (injuries); rights violated (consider the constitutional bill of rights and fundamental freedoms), and administrative concerns (abuse of office, negligence of duty) among others. SEQIP will need to identify and rate all the potential risk-based grievances.

Table 3-2: Grievance rating

Category of grievances	Rating (1-5)	Effects		
		Beneficiaries	Government	World Bank
Basic information	2-3	Lead to discrimination	Reputation	Reputation
Public administrative justice	3-4	Poor standard of services, discrimination, marginalization	Reputation, effectiveness	
Violation of human rights and fundamental freedoms	4-5	Fatality, causality, discrimination, marginalization	Bad governance, violation of human rights and freedoms, reputation	Violation WB policies, supporting violation of human rights, Reputation,

Corruption and economic crimes	4-5	Poor services, Discrimination, marginalization	Credibility issues, wastage of tax-payers' monies, economic burden, reputation	Funds ineffectiveness, supporting bad governance, Reputation,
Labor relations	3-4	Fatality, causality, unfairness, human rights	Bad governance, reputation	Violation WB policies, supporting violation of human rights, Reputation,
Environmental compliance violations	3-4	Fatality, causality, human rights, Discrimination, marginalization	Bad governance, contravening international C&I, reputation	Violation WB policies, contravening international C&I, Reputation,
Occupational safety and health	4-5	Fatality, causality, human rights,	Bad governance, violation of human rights and freedoms, contravening international C&I, reputation	Violation WB policies, supporting violation of human rights, Reputation,
Civil wrongs and criminal offences	4-5	Fatality, causality, human rights,	Bad governance, violation of human rights and freedoms, contravening international C&I, reputation	Violation WB policies, supporting violation of human rights, Reputation,

3.4 **GRM Value Chain**

SEQIP GRM will consist of six (6) value chain steps that include: (a) uptake; (b) sorting and processing; (c) acknowledging and follow-up; (d) verification, investigation and follow-up action; (e) monitoring and evaluation; and (f) feedback (see Table 3-3).

Table 3-3: SEQIP GRM value chain

Steps	Details
1.2.6 Uptake 	• SEQIP will setup grievance uptake points, which include: (a) multiple barrier-free uptake locations (village, school, sub-county, county, and national); and (b) multiple barrier-free uptake channels (mail, e-mail, telephone, website, project staff, text messaging/SMS, complaints boxes) • SEQIP will maintain a grievance log that record (i) # complaints received, (ii) Receipt/acknowledgement details (ii) Describe the issues (iv) Location of each complaint (v) # complaints resolved (vi) # complaints that have gone to mediation • The number of grievance uptake locations and channels will be determined by available and affordable technology, funding and capacity constraints • The uptake point will be strategically established at multiple uptake locations and channels and operated as per allowable budget allocations while not compromising access by all beneficiaries and other relevant stakeholders. • SEQIP will share and discuss with the World Bank the raw or summarized grievances data to receive support and help in responding quickly and effectively
1.2.7 Sorting and processing	• SEQIP will: (a) sort received grievance into the categories (see 2.1) and determine the most competent and effective level for redress (see 3.2) and the most effective grievance redress approach (see 3.1) ; (b) prioritize, based on risk rating, the responsive action for each category in a fair, objective and responsive???; (c) assign timelines for follow-up steps of each grievance based on their priority; (d) make judgment and reassign each grievance to

	the appropriate institution at the various GRM level (see **Error! Reference source not found.**); (e) exclude grievances handled elsewhere (local court, mediation body, INT or the inspection Panel of the World Bank) from the GRM; and (f) offer the complainant option/s for resolution of their grievances
1.2.8 Acknowledging and follow-up	SEQIP will provide a written response acknowledging receipt of each complaint. The response will include: (a) Cases of Sexual abuse, violence, harassment and exploitation MUST be reported immediately (72 hour or less) to National Police Service; (b) details of follow-up steps and set timelines (number of days) for follow-up activities: verify, investigate, if need be, and communication of outcomes and next steps based on outcome; (c) response on straight forward communication related grievances that require minimal checks and consultations (1 to 3 days); and (d) response that need minimal process to delete misleading information, collection of information, analysis of existing information, preparation of communication materials to disclose delayed information, clarify existing information, and correct misleading information. Acknowledge reception of the grievance, detail the steps to follow, and provide the appropriate practical timelines 7 -14 days; (e) response that require investigation: access and review of relevant documentation (reports, policy documentation), field-based fact findings missions (visits and interviews), analysis and preparation of reports, consultative sessions to rectify or adjust the implementation approaches. Acknowledge reception of the grievance, provide follow-up steps and set timelines for a comprehensive response. 14 to 21 days; (f) response that require escalation to higher SEQIP implementation level: Acknowledge reception of the grievance, provide the need for escalation of the grievance to the next project implementation level, and set timelines for a comprehensive response. 7-14 days; and (g) response that require referral to other institutions (National Police Service, CAJ, NGEC, KNCHR, EACC, World Bank). Acknowledge reception of the grievance, provide the need for refer the grievance to an appropriate institution, and set timelines for a comprehensive response on referral progress (7 - 21days)
1.2.9 Verification, investigation and redress action	• SEQIP will undertake activities related step in a timely manner. The activities will include: verifying, investigating, redress action and plan. o **Verification** (a) Check for eligibility (objectively based on set standards and criteria) of complaint in terms of relevance to the project. Refer to the PAD, PIM, VMGF, EMSF, Procurement Manual, and Financial Manual to determine the validity of the grievance (b) Escalate, expeditiously, outright grievances that required high level within SEQIP (c) Refer, expeditiously, outright grievances that are outside SEQIP jurisdiction o **Investigation:** (a) Appoint an independent investigator (Safeguards Experts, Professional outside the Implementing institution) who is a neutral investigator with no stake in the outcome of the investigation (b) Collect basic information (reports, interviews with other stakeholders while ensuring triangulation of information, photos, videos) (c) Collect and preserve evidence (b) Analyze to establish facts and compile a report o **Grievance action plan** (a) Based on the findings determine the next steps and make recommendations: (i) direct comprehensive response and details of redress action; (ii) referral to the appropriate institution to handle the grievance, where the SEQIP has no jurisdiction (Commission or Independent statutory bodies) (g) undertake mutually agreed follow-actions o Update of complainant and SEQIP implementing teams (i) Provide users with a grievance redress status update and outcome at each stage of redress, (iii) update SEQIP implementing team on grievance redress across the GRM value chain.
1.2.10 Monitoring and evaluation	• SEQIP will undertake the following monitoring actions: (a) develop indictors for monitoring the 6 steps of GRM value chain; (b) track grievances and assess the extent to which progress is being made to resolve them; (c) conduct a stakeholder's satisfaction survey for the GRM services

	(d) under an analysis from the raw data on the following: average time to resolve grievances, percentage of complainants satisfied with action taken, and number of grievances resolved at first point of contact (e) provide a report on grievance redress actions pertaining to the 6 steps of GRM value chain including • SEQIP will evaluate the GRM by (a) analyzing grievance data to reveal trends and patterns, (b) sharing GRM analysis in management meetings; and (c) taking corrective action on project implementation approaches to address the grievance
1.2.11 Feedback	• SEQIP will provide feedback to GRM users and the public at large about: (a) results of investigations; (b) actions taken; (c) why GRM is important; (d) enhance the visibility of the GRM among beneficiaries; and (e) increase in users' trust in the GRM (f) Create demand for grievances.

1. SEQIP Grievance redress practices

The SEQIP GRM will invite the person or group of persons who have submitted the grievance to discuss and seek ways to redress the grievance. The GRM focal person will use any of the grievance redress approaches outlined in section 3.1. The focal person will take minutes on every discussion. If the aggrieved person accepts any of these feasible redress options and an agreement is reached, both the parties will sign an agreement on corrective action and implementation plan, as part of the minutes to the meeting. The implementation of the agreement will be monitored by SEQIP focal person, committee, or the any other person e.g. mediator, depending on the grievance redress approach used. After implementation, another minute will be signed stating that the grievance has been resolved. Documentation of all meetings undertaken to achieve the resolution, including meetings that escalated the grievance to referral and appeal levels will be maintained.

SEQIP will maintain regular monthly or quarterly reports, which shall be disclosed to be public indicating: the number of grievances received, resolved, not resolved, and cases referred to third party. However, care will be taken to ensure sensitive cases are treated with utmost professional confidentiality. SEQIP will provide the World Bank with raw data on grievance uptakes on a regular basis for high risk rating grievances or monthly summary reports for low risk rating grievances, in order to support to be supported on early identification issues that may develop into high risks. The World will involve its internal GRM system.

2. SEQIP GRM Appeal

Where agreement on grievance resolution has not been reached, SEQIP will offer the complainant with an appeal options and processes. The approaches will include: national courts, Senior and Independent Panel; internal or external offices or individuals with appreciable degree of independence, and third-party fact-finding, facilitation, and mediation missions.

The second approach will entail referring grievances to offices/individuals within the implementing agencies considered to have a degree of independence from project and viewed as credible spaces to resolve high-level disputes. The second approach could involve an external senior and independent panel -both government and Civil Society. The third approach will entail referring the grieved person the option to appeal through such statutory referral institutions as NGEC, CAJ, KNCHR, NEMA, and NLC. The fourth approach will entail referring matter to national courts or other suitable process. The

fifth approach will entail the Inspection Panel where the matter has not been resolved by either the government or the World Bank

1. SEQIP-GRM Components

SEQIP-GRM will establish 5 building blocks: organisation commitment; principles, people, processes and analysis (see Figure 3-2).

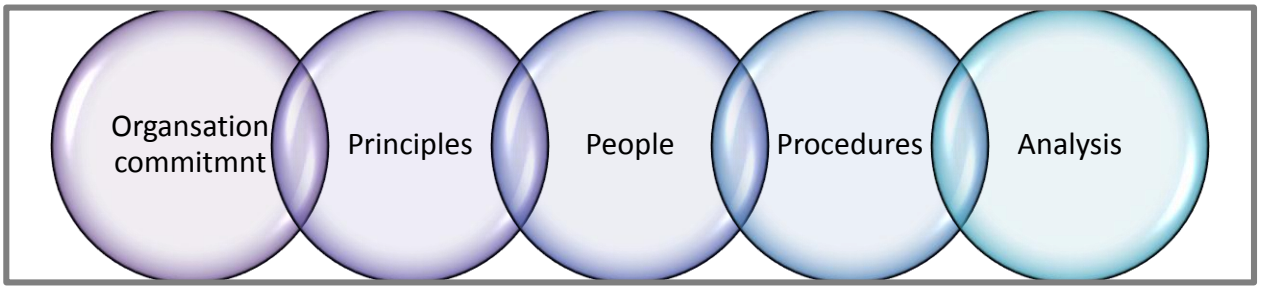


Figure 3-2: SEQIP GRM Components

3.4.1 Organizational Commitment

SEQIP will integrate the GRM into all the components, sub-components and activities. The framework will shape the operational modalities and practices of relevant SEQIP implementing institutions. The GRM will be properly staffed and resourced across the multiple levels of implementation: National, County, Sub-County, Schools and Community levels. SEQIP management will integrate GRM functions into the job-descriptions or performance contract of the key human resources involved in the project. In addition, SEQIP management will regularly review grievance data for to reveal patterns trends of grievance uptake and redress processes at management meetings. Noting the magnitude of potential risk-based grievances, SEQIP will appoint focal persons across all the project implementation levels for managing the grievances on a day-to-day basis.

3.4.2 Principles

Table 3-4 presents that seven (7) principles that will guide SEQIP while addressing grievances: fairness, objectiveness and independence, simplicity and accessibility, responsiveness and efficiency, speed and proportionality, participatory and social inclusion The principles will guide GRM services and form the basis for monitoring and evaluating SEQIP institutional credibility (see 2.2.4) and modes (see **Error! Reference source not found.**).

Table 3-4: SEQIP GRM principles

Principles	Details
Fairness.	SEQIP will (a) treat grievances with confidentially, (b) assess grievances impartially, and (c) handle grievances transparently.
Objectiveness and independence.	SEQIP GRM will: (a) operate independently of all interested parties to ensure fair, objective and impartial treatment of all cases (b) ensure GRM officials at all levels have adequate means and powers to investigate grievances (e.g., interview witnesses, access records)
Simplicity and accessibility.	SEQIP GRM will provide simple and easy to understand procedures for filing grievances by aggrieved parties SEQIP will provide a range of contact options for submitted grievances to include: (a) Telephone number (preferably toll-free), an (b) E-mail address, and (c) Postal address. SEQIP ensure GRM is accessible in the following manner: (a) remote project areas, (b) language easy to be understood by stakeholder with low level of education (b) no cost will be charged
Responsiveness and efficiency.	SEQIP will: (a) be responsive to the needs of all complainants, (b) train staff to take effective action upon, and (c) respond quickly to grievances and suggestions.
Speed and proportionality.	SEQIP will ensure all grievances, simple or complex, are addressed and resolved in a quick, decisive, and constructive manner.
Participatory and social inclusion.	SEQIP will: (a) encourage all stakeholders to submit grievances and comments to the uptake location and using provided uptake channels[26] (b) ensure poor people, marginalized groups, and special needs access GRM services

3.4.3 People

SEQIP will appoint a dedicated, passionate and competent human resource to govern and manage the GRM. The human resource will be organised into several focal points (see **Error! Reference source not found.**) assisted by SEQIP GRM Committees (see **Error! Reference source not found.**) who will be positioned across the various SEQIP operational levels and administrative locations. SEQIP will ensure that sound selection practices for focal persons and committees, continuous training and learning opportunities, and systematic reviews and feedbacks to the GRM human resource is observed and respected.

3.4.4 Procedure

SEQIP will publicize the six (6) GRM value chain (see 3.1): (a) uptake (locations and channels), (b) sorting and processing, (c) acknowledgement and follow up; (d) verifying, investigating, and action taking; (e) monitoring and evaluation; and (f) provision of feedback.

[26] Community members, members of vulnerable groups, project implementers, civil society, and the media)

3.4.5 Analysis

SEQIP will regularly analyze reports and other monitoring and evaluation data on grievances. The aim will be to provide insights from grievance-related data on the effectiveness of GRM structures, early identification of problems and project activities that generate the issues; improving internal project management processes, enhancing project delivery and performance, and reducing incidences of grievance recurrent in the future.

3.5 **SEQIP-GRM Flowchart**

Figure 3-3 present SEQIP-GRM flowchart which are elaborated in Table 3-5 on GRM values chain activities based on SEQIP risk-based potential grievances analysis and institutional credibility.

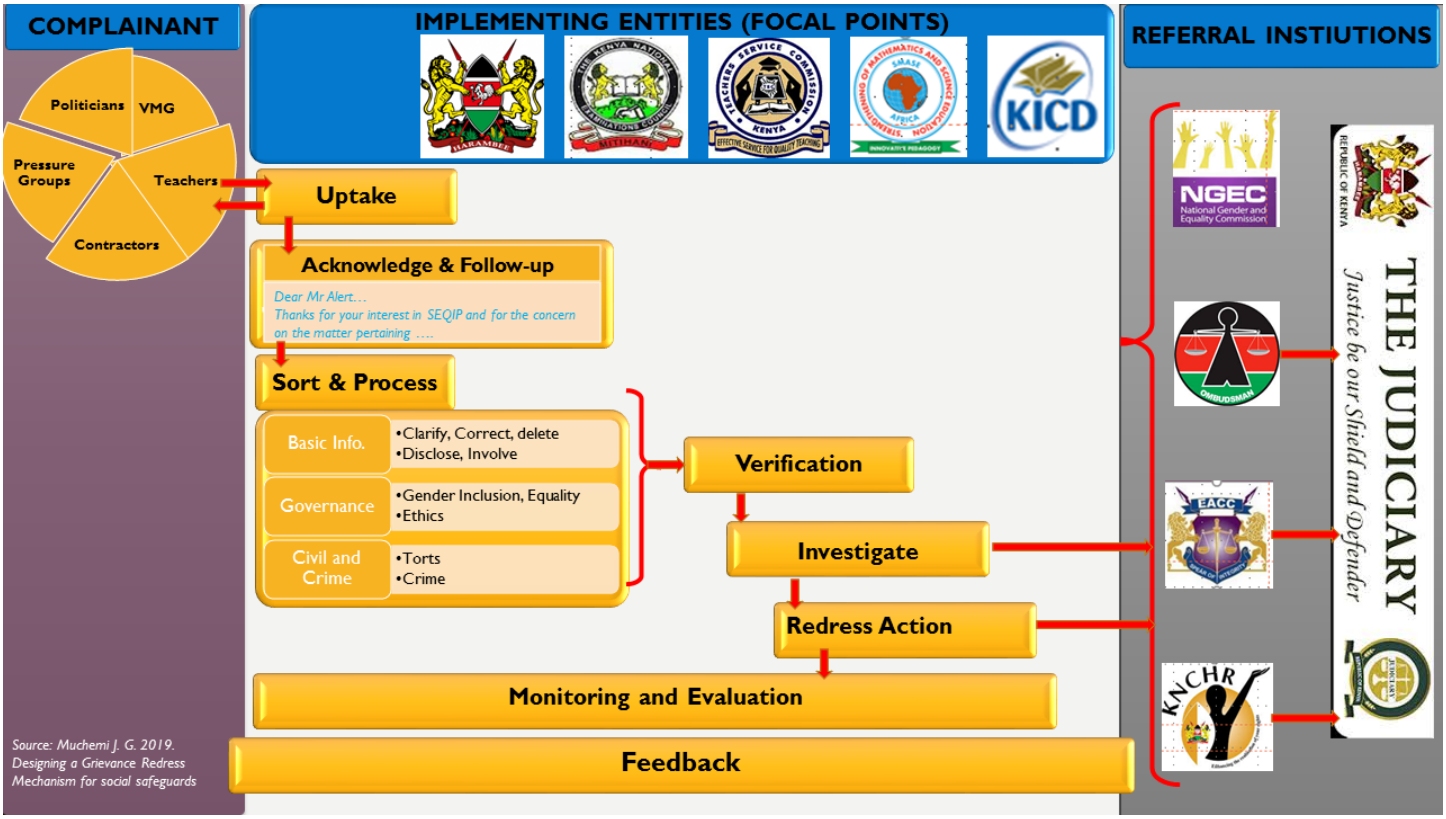


Figure 3-3: Grievance Redress Mechanism for SEQIP

Table 3-5: SEQIP GRM Structure

GRM value chain	Details
Uptake	**Uptake Location and Focal Point:** • National Levels: SEQIP offices in MoE at Jogoo House, KICD and KNEC, TSC • County Levels: County Project Coordinators • Sub County levels: Sub-county Directors of Education • School Level: Deputy Head Teacher and Deputy-Principal • Community level: Zonal MoE/Heads Chiefs Office for VMGs **Channels**: • **Digital** Channels**:** emails, sms, social media platforms, • **Physical Channels:** Suggestions boxes, letters, print and electronic media, face to face communications in the offices or during formal meetings relevant to education e.g. Education days, AGMs.
Sorting and processing	**Location and focal point** • **-same as uptake** **Guiding categories for sorting grievances:** • **Basic information: CoK 2010** o **Access to** information (Non-disclosure,) o Correction and deletion of untrue or misleading information that affects the person (lack of clarity, misleading) • **Administration of justice matters** o **State organs and all officer duty** to address the need of the vulnerable groups within the society (women, persons with disabilities, children, youth, members of minority or marginalized communities, and members of particular ethnic, religious or cultural communities) o **Standards of administrative action:** right to administrative action in an expeditious, efficient, lawful, reasonable and procedurally fair. o **Abuse of state or office power:** - unfair treatment, manifest injustice or unlawful, oppressive, unfair or unresponsive official conduct; • **Governance matters:** (Procedural justice -fairness and transparency for decision-making processes -FPIC[27]; Distributional justice -fairness in the distribution of rights and resources) o **Equality and freedom from discrimination:** -Equality -every person; Equality of men and women to opportunities in political, economic, cultural and social; o **Non-discrimination of vulnerable groups:** – Vulnerable groups within the society legislative, other measures including affirmative programmes (see CoK 2010 for ***special needs groups*** Article 53 -Children rights, 54 -Persons with disability; 55 -Youth; 56 -Minorities and marginalized groups) o **Economic and Social Rights**: **-**health, sanitation, freedom from hunger, adequate and quality food, clean safe and adequate water, social security, education, emergency medical treatment); • **Human rights and fundament freedoms matters:** o Human dignity; 29 -freedom and security of person; 30 -slavery, servitude and forced labor; 31 -privacy; 32 -freedom of conscience, religion, belief and opinion; 33 -

[27] Consent must be voluntarily and freely given. Consent must be informed, based upon a clear appreciation and understanding of the facts, implications and future consequences of an action. In order to give informed consent, the individual concerned must have all relevant facts at the time consent is given and be able to evaluate and understand the consequences of an action. The individual also must be aware of and have the power to exercise the right to refuse to engage in an action and/or to not be coerced (i.e., by financial considerations, force or threats). There are instances where consent might not be possible due to cognitive impairments and/or physical, sensory, or developmental disabilities.

	freedom of expression; 35 -Access to information; 41 -fair labor practices; 42 -Clean and health environment o See CoK 2010 Article 59 • **Labor relations:** CoK 2010 Article 41 (2)(c): o Matter on: Fair remuneration, reasonable working conditions o Referral Independent bodies: Trade Union See for further reference to • **Civil wrongs (tort) and Criminal offences (crime): CoK CAP 75 -Kenya Criminal Procedure Code and Kenya Penal Code (revised 2012)** • **Corruption and economic crimes** (Unethical conduct): EACC Act, 2011[28] Article 11; ACEC Act No. 3 2003[29]. o **Corruption[30,31,32,33,34]** and **economic crimes[35],[36] or violation of code of ethics (d);** • **Violation and breach of codes of ethics;** LI Act, 2012 and Public Service Ethics Acts, 2003 o **Violation of codes of ethics;** LI Act, 2012. Each public entity shall prescribe a specific Leadership and Integrity Code (Article 37), and have every state officer sign and commit to it (Article 40). o **Breach of the code of ethics by public officers**: Public Service Ethics Acts, 2003 **Grievance log:** • Maintained by the focal person • Information maintained: Summary of grievances: Cases number, uptake location, institution/office of uptake, name of complainant (if not anonymous and if no request for confidentiality is made), channel used, complaint issue, repeat cases, resolved cases (if not satisfied indicate reason), mutually agreed follow-up action, redress approach applied, referral cases and institution, cases considered elsewhere (Courts, Tribunals, Referral Institutions, World Bank)
Acknowledging and follow-up	**Location and focal point** • **-same as uptake** **• Managed by the focal person**
Verification, investigation and action plan	**Location and focal point** **Timelines for acknowledging and Follow-up** • Basic information: 7 days to 14 days o *Note:* Determine time by considering information preparation and communication process: collection of data or information, verification of the truthfulness and correctness of contentious information, correction and deletion of untrue or misleading information, and disclosure of the true and correct information • Administration justice: 3 days to 21 days o *Note 1:* (i) consider implementing institution's internal procedures for addressing the administration related grievances; (ii) consider time and resources required to refer

[28] Ethics and Anti-corruption Act No. 22 of 2011

[29] Anti-Corruption and Economic Crimes Act, No 3 of 2003

[30] ACEC Act No. 3 2003 Article 1. "Corruption" means bribery, fraud, embezzlement or misappropriation of public funds, abuse of office, breach of trust, offence of dishonesty

[31] ACEC Act No. 3 2003; def 39 (1)(2). Inducement or reward to show favour or disfavour to a person or proposal for affairs or business

[32] ACEC Act No. 3 2003. Article 4. Bid rigging

[33] ACEC Act No. 3 2003. Article 46. Improperly confer a benefit to himself or anyone else

[34] ACEC Act No. 3 2003. Article 47. Property from corrupt conduct

[35] ACEC Act No. 3 2003. Article 1. "Economic crimes" means (dishonesty in maintenance or protection of the public revenue)

[36] ACEC Act No. 3 2003. Article 45. Fraudulently or unlawfully acquires public property, service or benefit; damage public property, make payments, wilfully or carelessly fails to comply with procurement procedures or guidelines or engages in project without prior planning.

	the matter, if need be, to the referral institution (CAJ) and the procedure required by the institution and aggrieved person or groups of persons for the matter to be addressed in a satisfactory manner (summoning, administer oath and affirmation of statements, adjudicating the matter, investigating and resolving or referral process), and sessions or hearing of the commission; and (iii) time required by the second-level referral institution (Director of Public Prosecutions for cases proved to be criminal in nature) or any other authority (as the case maybe) to adjudicate on the matter or the complainant to seek judicial redress; o *Note 2:* Administrative matter may be lengthy and require resources for both the commission and parties involved in the grievances especially, to carry out investigation which may require studying requisite requisition of reports, records, documents (CAJ Act 2011 Article 26 (d)), court orders to acquire evidence (obtaining information, inspecting any premise or taking copies of any document and protection of evidences (e), interview persons or groups of persons (f), and adjudication of the processes which may require lengthy alternative dispute resolution mechanism: conciliation, mediation or negotiation (CAJ Act 2011 Article 29 (2)) or making of its own recommendations (Article 29 (3), or referral DPP, advise to the complainant to seek judicial redress • Governance **issues:** 21 days: NGEC o *Note 3:* Note 1 under administrative justice apply but the grievance matter pertains to: Equality and freedom from discrimination, Non-discrimination of special needs groups, and Economic and Social Rights. In this, case the referral institution is (NGEC) o *Note 4:* Note 2 under administrative justice apply but the refer institution is NGEC and so its specific powers and procedures to summon, investigate and adjudicate apply. The procedures are similar: issuing summons, adjudicating of the matters, investigating process by seeing information, court order to obtain evidence, interview of person or groups of persons, and attendance of sessions or hearing of commission, but goes beyond to audit public or private institution's compliance with gender and equality provisions and requiring the institution to provide any special reports on the implementation of the follow-up compliance actions. • **Violation of code of ethics for State Officer** o *Note 5:* A complainant lodges a claim of violation of code of ethics to the EACC, Commission, register, commences inquiry, investigate (appoint any of its officers to conduct the investigation on its behalf), based on findings determines the follow-up action: no violation -claim is dismissed, informs the complainant and offer a hearing; option for civil proceeding - refer the matter to the Commission or Attorney General; option for criminal proceedings -refer the matter to the Director of Public Prosecution any other appropriate authority • **Breach of Code of Conduct and Ethics by Public Officers** o *Note 6:* A complainant lodges a claim of violation of conduct and ethics by public officer, matter beyond SEQIP refer to appropriate statutory body (*Appropriate Commission (MoE, KNEC and KICD – Public Service Commission; Teachers and TSC workers -TSC*), or EACC (EACC Article 11(1)(c)) or CAJ which then investigate (commission or refer the matter to another appropriate body), findings determine the next cause of action which, could be: disciplinary action by the appropriate commission; option for civil proceedings -refer to Attorney-General; option for criminal proceedings -refer to Public Prosecution o *Note 7:* • Corruption and Economic crimes: refer the complainant to EACC, DPP, DCI o Note 7: A complainant lodges a claim of corruption, bribery, economic crimes to EACC, investigate, based on the findings determine follow-up action: option with criminal proceedings – refer the matter to Director of Public Prosecution for corruption, bribery and economic crimes or violation of code of ethics; option with recovery process – institute and conduct proceedings in court to recover, freeze or confiscate proceeds, repayment of compensation, and other punitive and disciplinary measures.

	• **Labour relations:**
	  o *Note 5:* Labor relation matters will be referred to Trade Union and Labor Tribunals
	
	• **Civil wrongs (tort) and Criminal offences (crime) -1 day**
	  o Note 5: Civil matters refer the claim to Attorney-General
	  o Note 6: Criminal Cases refer to Director of Public Prosecution (DPP) or Director of Criminal Investigation through the National Police Service
	
	• Human rights issues: In CoK 2010 Article 59 (2)(b)
	  o Gender equality and general Equality matters – refer to NGEC in 3 days
	  o All other human rights matters (not within the jurisdiction of SEQIP and not under CAJ, NGEC, EACC, DPP or courts) -refer to KNCHR in 3 days
	
	SEQIP should use alternative forms of dispute resolution including reconciliation, mediation, arbitration and traditional dispute resolution mechanisms, on matters that have no civil or criminal proceedings (CoK 2010, Article 159 (2)(c) in so far as they don't contravene the bill of rights, redress actions or their outcomes are not repugnant to justice of morality or inconsistent to the constitution and any written law (Article 159 (3))

3.6 **GRM Standard Operating Procedures**

SEQIP GRM will be implemented as per the standard operational procedures summarised in Table 3-6) in terms of detailed list allowable practices (DO's) and disallowed practices (DON'Ts). This will be provided to all SEOIP staff and beneficiaries. Where need be, the SOPs will be translated into the respective VMGs languages.

Table 3-6: SEQIP GRM Standard Operational Procedures

DO	STAGE	DON'TS
• Build capacity for staff involved in the complaints handling process; • Establish multiple channels for communication and reporting; • Use user friendly channel; • Assign responsibility for uptake and response; • Create awareness on the GRM; • Encourage communication/ feedback from the public; • Spread uptake points across the project management levels and project operational areas • Acknowledge receipt for each complaint made • Encourage anonymous complaints	**Uptake**	• Create unnecessary restrictions, obstruct grievance process • Create scary conditions/environment for potential complainant • Use unfriendly language, tone, expression, cues, etc. • Forget to take measures to ensure that vulnerable groups are able to access GRM • Create barriers to complaining by making uptake processes time consuming or complicated • Charge complainants • Make judgments prematurely • Unduly focus on the identity and profiling of the complainant at the expense of issue submitted
• Indicate who is responsible for handling the different types of complaints, including reliable contacts and location; • Establish clear procedures for the grievance redress process	**Sort and Process**	• Develop a GRM that does not differentiate between different types of complaints • Leave any ambiguity about how complaints are supposed to be routed

• Assign each complaint a unique ID reference number		
• Inform users about steps in the complaints handling process • Stick to agreed schedules/guidelines for responding to users • Use simple and clear language	**Acknowledge and follow-up**	• Divulge complainant's identity and profile to others • Treat GRM users as if their complaints is an inconvenience • Belittle, dismiss, and ignore complaints
• Objectively evaluate the complaints merits on the basis of facts • Ensure that investigators are neutral • Take action that is proportional to the comment or complaint • Strategically plan for the investigation	**Verify, Investigate and act**	• Appoint investigators that are biased • Breach confidentiality • Expect complainants to prove that they are right • Forget to update complainant on the status of their complaint
• Build capacity for GRM - M&E • Indicate importance of grievances • Establish a tracking system to record, classify, and assess grievances • Analyze grievance redress data and make improvements	**Monitor and evaluate**	• Miss the opportunity to integrate the GRM into the Project's Management Information System • View the resolution of complaints as an end in itself
• Provide timely feedback • Contact users to explain how their grievances will be resolved and how/where they can appeal (if need be)	**Provide feedback**	• Neglect to follow up with users • Keep complaint results as private matter

3.7 **SEQIP GRM Institutional Arrangements**

SEQIP GRM will involve several institutions in the GRM implementation as discussed in chapter 4. These will include the implementing agencies: MoE, TSC, KNEC, KICD, and CEMASTEA; target schools; customary institution of beneficiary communities; and referral institutions, and the World Bank (see 3.2).

3.8 **SEQIP GRM demand stimulation**

SEQIP will stimulate demand for GRM at the project operational levels using several strategies and approaches. These will include: creating awareness in all project-related meetings; training of GRM service provides (see **Error! Reference source not found.**) and users (see Table 2-3); promotion materials - exclusive GRM leaflets, posters and brochures and inclusion of SEQIP GRM extract in all community materials.

4. SEQIP GRM Management

SEQIP GRM will be managed through various institutions arrangements including focal points (see **Error! Reference source not found.**) and committee (see **Error! Reference source not found.**).

4.1 **SEQIP GRM focal points**

SEQIP will redress grievances through 7 focal points spread across the project operational levels: national, county, sub-county, school, and VMGs. The role of these focal points will correspond to the six (6) step of the GRM value chain (see 3.1). SEQIP will establish 10,243 GRM Focal Points (see **Error! Reference source not found.**). At the national level, GRM focal point will be appointed for MoE, TSC, KICD, KNEC, and CEMASTEA. At the county and sub-county SEQIP will try to utilise and re-appoint GPE GRM focal points for schools targeted by the GPE and SEQIP. At the VMGs level, a SEQIP VMG Focal Point will be selected for each distinct VMGs guide by FPIC principle.

Table 4-1: SEQIP GRM Focal Points

SEQIP operational levels	**SEQIP GRM Focal Points**	**Consideration of SEQIP GRM Focal Point**
National	4	MoE, and project institutional beneficiaries: TSC, KICD, KNEC, and CEMASTEA.
County	30	CPCs'
Sub-County	110	SC-DEs
Regular Primary School GRM	7852	Deputy Principal or Deputy Head-Teacher
Regular -Secondary Schools	2147	Deputy Principal or Deputy Head-Teacher
Special Needs Schools	75	Deputy Principal or Deputy Head-Teacher
VMGs GRM Focal points	25	FPIC process of selecting VMG SEQIP GRM Focal Point
Total	10,243	

4.2 **SEQIP GRM Committee**

SEQIP GRM will be governed through five (5) "GRM Committee" based at the national level with members from implementing and beneficiary institutions (see **Error! Reference source not found.**)0, target counties level (see **Error! Reference source not found.**), target sub-counties level (see **Error! Reference source not found.**), target schools levels (see 4.2.4), and VMGs level (see 4.2.5)

4.2.1 The national "Multi-Agency GRM Committee"

The committee will consist of Ministry of Education, in particular State Department of Early Learning & Basic Education; SEQIP project institutional beneficiaries including: KICD, TSC, KNEC, and CEMASTEA; and potential Statutory grievance referral institutions including: NGEC, CAJ, NEMA and KNCHR. The national GRM Committee will serve as an advisory, supervisory and portfolio support organ on all GRM matters including GRM standard operational procedures; guidance of referral cases and referral institutions, human resources for managing the GRM; financing the GRM implementation; appointment of independent investigators; participating in the appointment of arbitrators on grievances that require arbitration; reporting on grievance progress, trends and patterns and redress outcomes to the public and World Bank, and referral of grievances to the World Bank.

4.2.2 The County Multi-Agency GRM Committee"

This committee will consist of CPCs, CDEs, and TSC-CD and coopted member of the VMGs (Marginalized Communities and groups as per Article 260 of the Constitution of Kenya, 2010, who are present within SEQIP operational area, Women, Youth and Persons with Disabilities). The committee role will be to oversee the implantation of the SEQIP GRM pertaining to grievances submitted by stakeholders or referred to rom the Sub-county level. In addition, the committee will support the Sub-County SEQIP GRM focal point in discharging GRM activities. Further, the committee will supervise and support the Sub-County Committee.

4.2.3 The Sub-County Multi-Agency GRM Committee"

This committee will consist of: S-CDEs, SCQASO, and TSC-SCD and co-opted member of the VMGs (Marginalized Communities and groups as per Article 260 of the Constitution of Kenya, 2010, who are present within SEQIP operational area, Women, Youth and Persons with Disabilities). The SC-CDEs will be the SEQIP GRM focal person at the Sub-County level. The role of the "Sub-County Multi-Agency GRM Committee" will be to oversee the implementation of the SEQIP GRM pertaining to grievances submitted by stakeholders or referred to from the schools or local community level. In addition, the committee will support the School SEQIP GRM committee and VMG's GRM committee.

4.2.4 The School-based GRM Committee"

This committee will consist of BoM, Principal or Head Teachers or their Deputies, Heads of Guidance and Counselling, and Gender Champions and co-opted members of the VMGs. The committee's role will be to address and refer, where required, grievances to the Sub-County Multi-Agency GRM Committee" or Ministry of Interior and Coordination.

4.2.5 The "VMGs SEQIP GRM Committee"

This committee will consist of 5 representatives of relevant VMGs customary institutions, including Man, Women, two (2) Youths -male and female, and Persons with Disability and where they do not exist, democratically elected representatives of the same composition. The process will be guided by FPIC principle contained in the VMGF, Social Assessment or VMGP. The role of the committee is to address SEQIP related grievances that directly affect the VMGs.

5. Monitoring, Evaluation and Reporting

5.1 **Monitoring**

SEQIP will undertake the following monitoring actions: (a) develop indictors for monitoring the 6 step of GRM value chain; (b) track grievances and assess the extent to which progress is being made to resolve them; (c) conduct a stakeholder satisfaction survey with the GRM; and (d) provide a report on grievance redress actions pertaining to the 6 steps of GRM value chain including: average time to resolve grievances, percentage of complainants satisfied with action taken, and number of grievances resolved at first point of contact.

5.2 **Evaluation**

SEQIP will evaluate the GRM by (a) analysing grievance data to reveal emerging trends and patterns, (b) share GRM analysis in management meetings; and (c) take corrective action on project implementation approach to address the grievance.

5.3 **Reporting**

SEQIP will prepare GRM reports of various formats based on the intended actor and stakeholder. The key reports will include: Specific and tailored made report for updating complainants; Summary GRM reports; GRM committees and SEQIP management; Quarterly detailed GRM report for Supervision Missions (World Bank and GoK); and Annual GRM reports.

5.4 **M&E logical matrix**

Objectives	Key Performance Indicators	Means of verification	Baseline data	Assumptions
1. Establishing and equipping GRM Structures	• Comprehensive structures (Committee, Unit, Focal person in the IAs, field officers) • Developed procedures (guidelines, protocols, mechanisms) • Developed tools (Grievance uptake forms acknowledgement forms, update platforms: Facebook, Twitter, Instagram, Pinterest, You Tube, video casts, podcasts and other blogs)	• Reports (narratives, lists, photos, video, charts) • Physical verification (observations) • Inspection of archival mass media documentaries (TV/Newspaper features) • Customer satisfaction surveys	•Existing MoE and IAs GRM Teams, Units, • Established GRM offices (MoE and IA's) • Existing traditional grievance redress mechanisms • Established GRM structures at community level • GRM related materials (Safety Standards Manual for Schools – MoE with support from Church World Service)	•Availability of budget/other resources •No disruptive grievance to the progress of the project
2. Develop and publicize GRM operational guidelines and tools	• Materials (flyers, posters, brochures) • Promotional activities (Events, sessions-feedback, dialogues, • No of citizen reached	• Reports (GRM data, trends, attendance list, narratives, photos, video) • Physical verification (GRM promotional materials - posters, murals) • Inspection of archival mass media documentaries (TV/Radio/Newspaper features)	• MoE and IA's websites, dedicated emails, • Materials (brochure, banners) • Contents (GRM policies, guidelines and tools) • Customer satisfaction surveys	•Availability of budget/other resources •No disruptive grievance to the progress of the project
3. Stimulate external demand for GRM	• Materials (promotional materials), • Promotional activities undertaken (Events, sessions-feedback, dialogues) • No of citizen reached	• Reports (narratives, lists, photos, video) • Physical verification (observations) • Inspection of archival mass media documentaries (TV/Newspaper features) • Customer satisfaction	• MoE and IA's service Charters • Mobile media station (KICD) • Toll free line	•Availability of budget/other resources •No disruptive grievance to the progress of the project

		surveys		
4. Capacity building of GRM structures	• Tools (platforms, portals, framework) • Materials (publications, pamphlets) • Capacity building activities (Events, sessions-feedback, dialogues,) • Trained GRM structures/actors	• Reports (narratives, lists of trainees, photos, video) • Customer satisfaction surveys	• Education Sector policy on disaster preparedness and response	•Availability of budget/other resources •No disruptive grievance to the progress of the project
5. Manage GRM processes	• Uptake statistics • Sorted and processed grievance • Acknowledged and followed up grievances • Verified, investigated and responded to grievances • Feedbacks events	• Grievance log • GRM meetings minutes • Customer satisfaction surveys	• Historical GRM management procedure from other related MoE projects	•Availability of budget/other resources •No disruptive grievance to the progress of the project
6. Monitoring and Evaluation	• Level of uptake, • Level of sorting and processing (use grievance log); • Level of acknowledging and follow-up steps; • Level of verification, investigation and actions taken; • feedback	• Grievance log • GRM work plans • Reports (GRM data, trends, attendance list, narratives, photos, video) • Inspection of archival mass media documentaries (TV/Radio/Newspaper features) • Physical verification (GRM promotional materials - posters, murals)	• Existing grievances (communication records from stakeholders on grievances)	•Availability of budget/other resources •No disruptive grievance to the progress of the project

6. Appendix

Appendix 6-1 Gender and Equality Commission

Contacts:

HQ NAIROBI

P.O.Box 27512-00506, Nairobi.
Solutions Tech Place, Upper Hill
(Longonot Road,Next To Crowne Plaza Hotel)

Toll Free. 0-800-720-187
Phone: +254 709375100
Phone: +254 203213199
Sms:20459

Kisumu

Reinsurance Plaza, Plaza, 3rd Floor Wing B
Oginga Odinga Street, Kisumu
Tel. 1-800-123-4567

This serves the following counties: Kisumu, Kericho, Nandi, Transzoia,Turkana, Westpokot, Uasin Gishu, Bungoma, Busia ,Kakamega,Vihiga, Siaya, Migori,Kisii, Kisumu, Nyamira, Homabay

Nakuru

Tamoh Plaza,1st Floor, Kijabe Street
Tel. 1-800-123-4567

This serves the following counties; Nakuru, Baringo, Samburu, Narok, Bomet, Elgeyo Marakwet, Kajiado, Embu, Kiambu, Muranga, Laikipia

Garissa

Along Thika- Garissa Road just after Tana River Bridge on your way to County Commissioner's Office Turn Left From Kws Signage,
NGEC Office is Opposite Care International Offices.
Tel. 1-800-123-4567

This serves; Mandera, Wajir, Garissa

Kitui

Nzambani Park, Off Kitui Referral Hospital
Tel. 1-800-123-4567

Kitui Regional Office serves Kitui and 7 other counties; Makueni, Embu, Kirinyaga, Meru, Tharaka Nithi, Nyeri and Nyandarua

Malindi

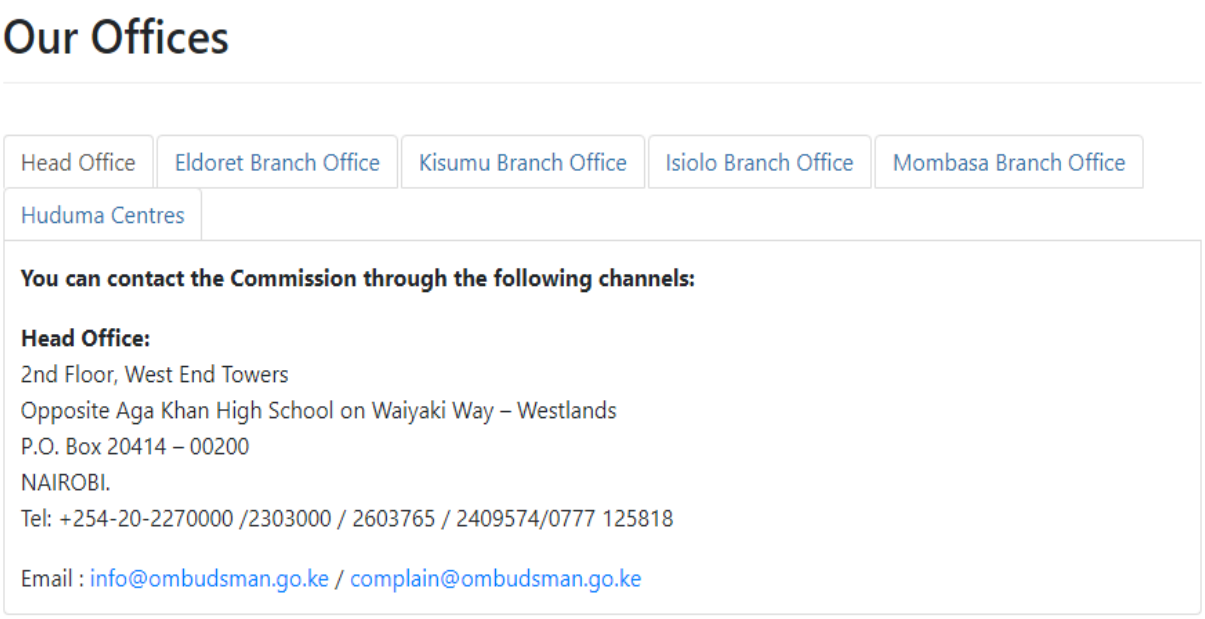
Malindi Complex
Lamu Road
Tel. 1-800-123-4567

This serves; Tana River, Kilifi, Mombasa

Appendix 6-2: Commission on administrative justice

You can contact the Commission through the following channels:

Head Office:
2nd Floor, West End Towers
Opposite Aga Khan High School on Waiyaki Way – Westlands
P.O. Box 20414 – 00200
NAIROBI.
Tel: +254-20-2270000 /2303000 / 2603765 / 2409574/0777 125818
Email: info@ombudsman.go.ke / complain@ombudsman.go.ke



You can access the online complaint form:

http://www.ombudsman.go.ke/index.php/wp-application-forms

Appendix 6-3: World Bank Team on SEQIP Team

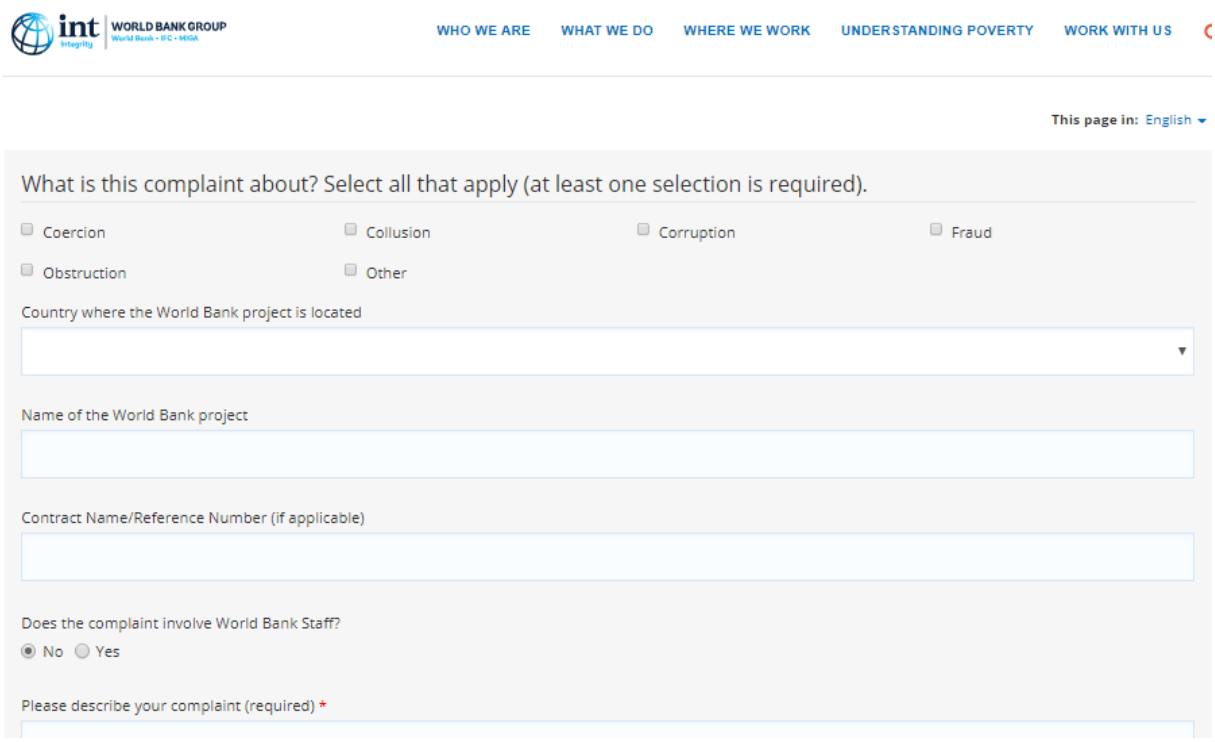
Refer to the PAD and World Bank Country office for updates

Appendix 6-4: Grievance Redress Services

The GRS accepts complaints in English or the official language of the country of the person submitting the complaint. Submissions to the GRS may be sent by:

Email: grievances@worldbank.org
Fax: +1-202-614-7313
Letter: The World Bank
Grievance Redress Service (GRS)
MSN MC 10-1018
1818 H St NW
Washington, DC 20433, USA
For more information: http://www.worldbank.org/grs and email: grievances@worldbank.org

Appendix 6-5: World Bank Group Fraud and Corruption



The World Bank will still review your complaint even if you wish to remain anonymous. Please provide us with at least an email address so that we may be able to contact you for additional information or clarification.

Email Address (required) *

Phone Number (Country Code-Number)

First Name

Last Name

Mailing Address

All information provided will be treated in the strictest confidence. The Integrity Vice Presidency will not disclose any information that may reveal your identity without your consent. If you agree to be identified, please provide us with your contact information.

If you have any evidence to support your report, please attach files here.

Attach file(s)

Choose Files No file chosen

SUBMIT CANCEL

Appendix 6-6: Potential risk-based grievances from issues SEQIP staff

Table 6-1: Component 1.0. Improving quality of teaching in targeted areas: Potential grievances and disputes

Component/Sub-component	Activities with risk of triggering grievances	Risk-based Potential Grievances	Rating	Key Stakeholders	Nature of the Debate (Local institutions existence, capacity)	Potential Institution	GR Approach
1.1. Reducing Teacher Shortage	• Recruitment of additional 10% of teachers in target areas.	• Inability to post additional teachers to all schools in the target areas during the distribution of the additional 10%.	Substantial =4	• Schools in the targeted areas, Boards of Management, Parents, Students, Teachers trade unions, School heads associations, Sponsors, Politicians	• Complaints/Lack of information on recruitment guidelines. • Equitable distribution of the additional 10% of teachers to all targeted schools • Retention of the teachers • Staffing in special schools	• TSC • MOE • CAJ	• Negotiations • Discussion • Sensitization
		• Low retention of teachers in some insecurity prone areas.	Substantial =4				
		• Exclusion of some schools for children with disabilities.	Moderate =3				
		• Unfair treatment during recruitment of teachers	Low =2				
		•					
		• Failure to employ the extra teachers for target areas due to lack of funds from treasury.	Moderate =3				
	Recruitment of teacher	• Access to information • exclusion of VMGs, Special needs • Gender balance • Equitable distribution of teacher • TSC criteria for recruitment •			Recruitment is done as bulk to regions, county, sub-counties: Some schools end up missing; some school have muscles to influence: **Recommendations:** recruitment need to done on need basis; Government has recruited 5000 teachers. There are some counties not within the SEQUIP area; -- the list reported by SEQIP is overrated TSC is violating the criteria		

					Teacher delocalization (remove teachers from their areas) -another guideline that require that those teachers should not be posted to remote area but there has been no replacement of teachers in those areas MoE – returns on teachers are always given It's not possible to post vacancies to it per schools; the school with the highest shortage is given priority; Over supply is risks as it wastage Far schools – have less students and posting of teachers might lead to wastage of resources; all children are equal whether many or few P1 – there is a backlog on 10 years Employment of low grade		
	• TPD implementation • Implement of SBTSS	•					
	• Text books	• Distribution of books • Adaptation of textbooks for special learner			Hurriedly done -books done in duplication, excess supplies;		

					Printing errors, delays in distribution of books		
1.2. Enhancing Teacher Professional Development	• Procurement of an institution to offer SBTSS for teachers of English • Recruitment of facilitators & subject panelists. • Adaptation of materials for facilitators with disabilities. • Administration of the teacher's proficiency tool • Implementation of SBTSS • TPD Implementation	• Some institutions may complain that they were not procured to offer SBTSS for teachers of English.	Low =2	Institutions that applied but did not qualify, teachers, Teachers Trade Unions, Persons with Disabilities, National Council for Persons with Disabilities	• Complaints/ Lack of information • Procurement process for selection of the institutions • Adaptation of materials for Persons with Disabilities	• TSC • KNEC • KICD • KISE • MOE (DSNE/DPCAD) • CEMASTEA	• Mediation • Clarification • Sensitization • Discussion • Information
		• Leaving out some teachers during recruitment of facilitators, subject panelists etc.	Substantial =5				
		• Delayed adaptation of materials for teachers with disabilities.	High =4				
		• Interference with other school programs	Moderate =3				
		• Lack of cooperation during SBTSS implementation	Low =2				
		• Teachers being subjected to examinations	Low = 2				
		• Resistance against TPD from teachers and teachers trade unions	Substantial =5				
		• Resistance from some teacher for not being involved in its development • Low level attitude- funding resources			Complaints Lack of teacher involvement in the TDP development Lack of comprehensive knowledge on certain modules CEMASTEA – Teachers put more emphasis on allowances Teacher selection criteria – need to be very clear		
1.3. Provision of Textbooks	• Distribution of textbooks	• Undersupply of textbooks to some schools	Low =2	Persons with disabilities,	• Complaints.	• KICD • Publishers	• Provision of Information

	• Adaptation of textbooks for learners with disabilities	• Late provision of adapted books • Perception on poor quality of books (e.g. quality of paper, errors in text)	High = 4 Low = 2	institutions/ schools, publishers	• Procurement process for selection of the publishers. • Adaptation of materials for Persons with Disabilities.	• MOE • Book sellers • Schools, Parents, KIB, Persons with Disabilities • Organizations of persons with disabilities	
		•			Lack of book storage facility Books replacement methodology Capitation – over supply overdraws on capitation Supply of books Related to employment: bookshops are close because of cartel Text book: parents are confused – Tusome grade 3 and 4; train teachers on use of books P1 -		

Table 6-2: Component 2: **Potential grievances and disputes**

Component/ Sub component	Activities with high risk to trigger grievances	Risk-based potential grievances	Rating	Key Stakeholders	Nature of debate Local institution (existence, capacity)	Potential Institution	GR approach
2.1 Improving school infrastructure	Selection of beneficiary schools for MPSSI	Prioritization-Criteria of selection (perceived not to be participatory, leading to lack of buy in)	High	Politicians, Community leaders, Communities, Religious leaders, Potential Beneficiaries	Not informed (hearsay), informed,	MoE	Communication – clarification, discussion
		Perceived exclusion of schools that are needy (including special needs, and those serving VMGs)	High	Schools, Community leaders, VMGs, NGO's, Government agencies, Potential Beneficiaries, county governments, politicians, civil society groups,	Not informed (hearsay), informed,	MoE, NGEC, NCPWD	Communication – clarification, Discussion
	Selection of individual school packages	Competing infrastructure priorities (within a school and inter schools) – Why did you choose this project and not the other school?	Moderate	Schools (BoMs), politicians, community, Sponsors,	Not informed (hearsay), informed,	MoE	Communications-clarification, discussion
		Allocation of resources and distribution of infrastructure packages across schools, counties and regions	High	Politicians, civil society groups,	Not informed (hearsay), informed,	MoE	Communications-clarification, discussion, compliance promotion
		Perceived construction of non-adapted facilities	Moderate	Community, civil society groups, organizations for and of persons with disabilities, opinion leaders,	Not informed (hearsay), informed, vested interest	MoE, NGEC, NCPWD	Communications-clarification, discussion, compliance promotion
		Fear of failure to consider disability issues	Moderate	Community, civil society groups, organizations for and of persons with disabilities, opinion leaders,	Not informed (hearsay), informed, vested interest	MoE, NGEC, NCPWD	Communications-clarification, discussion, compliance promotion
		Fear of failure to consider gender issues	Moderate	Community, civil society groups, opinion leaders,	Not informed (hearsay), informed, vested interest	MoE, NGEC	Communications-Clarification, discussion, compliance promotion
	Site Constructions	Perceived favoritism during selection of contractors and suppliers	High	Contractors and suppliers	Not informed (hearsay), informed, vested interest	MoE, PPOA, Courts	Arbitration, Communications-clarification, discussions
		Disputes over land ownership	High	Perceived land owners, community, Politicians, Schools	Not informed (hearsay), informed, vested interest	MoE, NLC, County Government	Arbitration, mediation, negotiations, Communications Clarification, discussions

		Perceived Fear of stakeholders/local population not being involved during construction	High	Community, Politicians,	Not informed (hearsay), informed, vested interest	MoE, NEMA,	Communications-clarification, discussion, compliance promotion
		Environmental Pollution (Dust, water, air, etc)	High	Community, NEMA, Schools, MoH,	Not informed (hearsay), informed	MoE, NEMA, environment court, environmental tribunal	Communications-clarification, discussion, compliance promotion, enforcement
		Compromised safety of learners/workers (GBV, SGBV, SA, SH, accidents)	High	Community, NEMA, DOSH, Schools, MoH, KNCHR, NGEC,	Not informed (hearsay), informed	MoE, NCA, NEMA, DOSH, Ministry of Labour, NGEC, Land and environment court, environmental tribunal	Communications-clarification, discussion, compliance promotion, enforcement
		Establishment of workers camps near construction sites (schools)	High	Community, Schools, Politicians, Religious leaders,	Informed	MoE, NEMA, DOSH,	Communications-clarification, discussion, compliance promotion, enforcement
		Fear of substandard workmanship (contractors)	High	Community, Schools, Politicians, Religious leaders, NCA, Elite, County Government	Informed	MoE, NCA, DOSH, NEMA	Communications-clarification, discussion, compliance promotion, enforcement
		Perception of misuse of funds	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders,	Not informed (hearsay), informed,	MoE, EACC, DPP, courts, DCI,	Communication – clarification, investigation, Charging, conviction
2.2 Scholarships, mentorship, advocacy, social support and gender sensitization	Scholarships/mentorships	Identification criteria	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders,	Not informed (hearsay), informed,	MoE,	Communication – clarification
		Balancing of gender, VMGs, Learners with disabilities, learners whose parents/guardians/caregivers have disabilities among Potential Beneficiaries	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE, NGEC	Communication – clarification, discussion
		Perceived fear of scholarship Potential Beneficiaries who don't deserve	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE	Communication – clarification

		Fear of nepotism	High	Community, Schools, Politicians, Religious leaders, Potential Beneficiaries,	Informed	MoE	Communication – clarification, discussion
		Perceived inadequate information on scholarships	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE, Ministry of information, communication and Technology	Communication – clarification
	Advocacy	Negative cultural practices affecting school retention and transition	High	Communities, Politicians,	Not informed (hearsay),	MoE, Min. Gender, Sports, culture and Social Services, interior	Communications-clarification, discussions
		Negative attitude and stigmatization of learners with disabilities	High	Communities, Schools, Civil society groups, learners with disabilities	informed,	MoE	Communications-clarification, discussion
		Perception of exclusion in advocacy programs	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE,	Communication – clarification, discussion
		Perception of vested interest	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE	Communications-clarification, discussion
	Social Support	Perception of favoritism in selection of Potential Beneficiaries.	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed,	MoE	Communication – clarification
		Perception that the intervention has not addressed critical needs	High	Potential Beneficiaries, Politicians, Community leaders, Communities, Religious leaders, VMGs, Civil Society Groups	Not informed (hearsay), informed	MoE	Communication – clarification, discussion
		Perception of the quality of school kit items being low	High	Parents, potential beneficiaries, civil society groups	Not informed (hearsay), informed	MoE, KEBS	Communication – clarification
	Gender sensitization	Perceived Culture of patriarchy	High	Community, Community leaders, politicians, civil society groups,	Not informed (hearsay),	MoE, Min. Gender, Sports, culture and Social Services, interior	Communication – clarification, discussion
		Perceived discrimination in the identification of gender champions	High	Teachers, Students, Youth groups,	Not informed (hearsay), informed,	MoE, Min. Gender, Sports, culture and Social Services, NGEC, KNCHR	Communications-clarification, discussions,

Table 6-3: Component 3: **Potential grievances and disputes**

Component/ sub-component	Activities with high risk to trigger grievances	Risk based potential grievances	Rating	Key Stakeholders	Nature of the Debate (Local institutions existence, capacity)	GR Approach
3.1 Developing CBC and support materials	• Adaptation of curriculum support materials	• Delay in provision of adapted materials for learners with SNE and Disabilities	High = 4	• Learners, Teachers, Parents/ community Schools	• National Council for Persons with Disabilities (NCPWD), • unfairness and exclusion • Institutions for Learners with Special Needs and Disabilities, unfair competition especially in examinations • Institutions: National Council for Persons with Disabilities (NCPWD), Schools, MOE, KISE, KICD	• Communication to explain the delay
	• Reorganization of the school system under CBC	• Where to domicile Lower Secondary Grade 7 to 9	High =4	• Politicians, Schools, Parents/ community, Sponsors, Unions (pressure groups)	• Lack of clarity where to domicile the Lower secondary • Financial implications • Destabilization of learners, teachers, parents and communities • Institutions: MOE, KICD, TSC, Schools, Unions, Political entities	• Discussion in order to gather views from stakeholders; Communication to provide information to the aggrieved
	• Developing a curriculum for gifted and talented for CBC (omitted)	• Inclusivity/exclusion	High =4	• Learners, Schools, Parents/ communities, sponsors	• Discrimination of Gifted and Talented learners • Institutions: KICD, TSC, KISE, MOE, NGEC, Ministry of Youth	• Communication to explain that the curriculum making process is on going
	• National CBC Piloting for Grade 4; whether census or sampling	• Inclusivity/exclusion	High =4	• Learners, Parents and Unions	• Discrimination of some Grade 4 learners/schools • Institutions: KICD, MOE, TSC	• Sensitization on the piloting exercise
	• Capacity building and retooling of teachers, field officers and other stakeholders on CBC	• Inadequate preparation of teachers, field officers and other stakeholders to implement CBC	High =4	• Teachers, Learners	• Quality of teaching and learning of CBC is compromised	• Adequate training on implementation of CBC
	• Roll out of CBC	• Lack of provision of instructional materials for CBC implementation	Very High =5	• Learners, Teachers, Unions	• Institutions: MOE, KICD, TSC, CEMASTEA, KISE	• Communication to explain delay in textbooks provision
3.2 Developing systems to support CBA and national examinations	• Adaptation of curriculum assessment materials	• Inappropriate assessment materials e.g. the different grades in braille	High =4	• Learners, Teachers, Parents	• Quality of Assessment of CBC is compromised; • Institutions: MOE, KNEC, KICD, TSC, CEMASTEA, KISE	• Harmonization of evaluation standards and procedures
	• National assessment for Grade 3; whether census or sampling	• Inclusivity/exclusion	High =4	• Learners, Teachers, Parents	• Discrimination of some Grade 3 learners/schools in assessment	• Communication to explain that the curriculum assessment process is on going
	• Assessment of learners with HI; being assessed in signed exact English (SEE)	• Unfairness	High =4	• Learners, Teachers, Parents	• Institutions: KNEC, MOE	• Harmonize the use of KSL and SEE in teaching and assessing learners with HI

	while being taught in KSL					
	• Capacity building and retooling of teachers, field officers and other stakeholders on CBA	• Inadequate preparation of teachers, field officers and other stakeholders to implement CBA	High =4	• Teachers, Field officers, Learners, Schools	• Discrimination of learners with HI in assessment; • Institutions: KNEC, MOE,KISE,TSC,KSD	• sensitization on CBA

Appendix 6-7: Institutional Credibility Analysis

Table 6-4: Institutional credibility analysis by SEQIP Staff

	Institutions	Legitimacy	Accessibility	Predictability	Fairness	Rights Compatibility	Transparency	Capability	Credibility Rating
1	**MOE**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**
2	**KICD**	**4**	**4**	**4**	**4**	**4**	**4**	**3**	**4**
3	**KNEC**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**
4	**TSC**	**4**	**4**	**3**	**4**	**4**	**3**	**4**	**3**
5	**CEMASTEA**	**3**	**4**	**3**	**4**	**4**	**3**	**4**	**3**
	Referral Institutions								
6	**KNHRC**	**4**	**4**	**4**	**4**	**5**	**4**	**3**	**4**
7	**NGEC**	**3**	**3**	**3**	**4**	**4**	**4**	**3**	**3**
8	**CAJ**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**
9	NEMA	**3**	**4**	**3**	**3**	**4**	**3**	**2**	**3**
10	DOSH	**3**	**3**	**2**	**4**	**5**	**4**	**2**	**3**
11	NCA	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**
12	NLC	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**3**
13	KEBS	**4**	**2**	**3**	**2**	**2**	**2**	**3**	**3**
14	EACC	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**3**
15	DPP	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**
16	DCI	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**3**
17	ELC	**3**	**3**	**4**	**4**	**4**	**4**	**2**	**3**
18	Environmental tribunal	**3**	**3**	**3**	**4**	**4**	**4**	**2**	**3**
19	Courts	**4**	**4**	**3**	**4**	**4**	**5**	**2**	**4**
	Other Supportive Institutions								
20	Public Procurement Oversight Authority (PPOA)	**3**	**4**	**3**	**3**	**4**	**4**	**3**	**3**
21	National Council for Persons with Disabilities (NCPWD)	**3**	**4**	**3**	**4**	**5**	**4**	**3**	**4**
22	Min. Gender, Sports, Culture and Social Services	**3**	**4**	**2**	**4**	**4**	**4**	**3**	**3**
23	Ministry of Interior and Coordination of National Government (MICNG)	**4**	**4**	**3**	**3**	**3**	**3**	**3**	**3**
24	Ministry of Labour	**3**	**4**	**4**	**3**	**4**	**4**	**3**	**4**
25	Ministry of ICT	**4**	**4**	**3**	**3**	**4**	**3**	**4**	**4**
	County level institutions								
26	**County Government**	**4**	**4**	**3**	**3**	**3**	**2**	**4**	**3**
27	**Civic Leaders**	**4**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

	School level institutions								
28	**BOM**	**3**	**3**	**3**	**3**	**3**	**4**	**3**	**3**
	Local level institutions								
29	**Local/Customary Institutions**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
30	**Religious Leaders**	**4**	**4**	**3**	**4**	**3**	**4**	**3**	**4**
31	**PDOs**	**4**	**4**	**3**	**4**	**4**	**4**	**3**	**4**
	Non-State Actors								
32	**Publishers**	**4**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

Appendix 6-8: GRM users and resources analysis

Table 6-5: Analysis of GRM users and resources

	Actors	Counts	Targeted citizens by the GRM	Uptake locations	Uptake Channels	Human Resource for GRM	Technology to be applied	Financial
1.0	**National (Institutions)**							
1.1	**Government**							
1.1.1	**MoE**	50	3,690,156	MoE hqt & County levels, sub counties, Schools, National Quality dialogue	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	50	emails, SMS, whatsup groups, twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems
1.1.2	**KNEC**	7	1,289,981	KNEC	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	7	portal, emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio &Television	Mainstreamed in Organisation
1.1.3	**KICD**	6	1,290,031	KICD	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	6	portal, emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio &Television	Mainstreamed in organization
1.1.4	**CEMASTEA**	4	59,994	TSC & CEMASTEA	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	4	portal, emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio &Television	Mainstreamed in Organisation
1.1.5	**TSC**	5	25,500	TSC hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	5	portal, emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio &Television	Mainstreamed in Organisation
1.2	**Consultants**							
1.2.1	**D&CSC's**	4	30,000	MoE hqt & County levels, sub counties, Schools, National Quality dialogue	Emails, letters, walkins, Telephone, Suggestion box	4	Emails & Telephone	MoE Systems
1.3	**Non-State Actors**							
1.3.1	**CSO's**	17	15,000,000	Networks,	Emails, letters, walkins, Telephone, Suggestion box, opinion shephards, local administration	17	Emails &Telephone,	
1.3.2	**FBOs**	10	19,000,000	Churches &Mosques	Meetings, Emails, Whatsups, SMS, Conferences, MoE websites, letters, Portal,	10	Emails, Whatsups, SMS, , MoE websites, Portal,	

1.3.3	**KNUT**	115	79,246	KNUT Hqt & County, & Sub Counties	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	115	Emails, Toll Free, SMS, whatsups, twitter Account	Mainstreamed in Organisation
	KUPPET	115	10,735	KUPPET Hqt, County & Sub county	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	115	Emails, Toll Free, SMS, whatsups, twitter Account	Mainstreamed in Organisation
2.0	**County**							
2.1	**Government**							
2.1.1	**CDEs**	30	114748	MoE hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	30	Emails,SMS, whatsup ,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems
2.1.2	**CPCs**	30	114748	MoE hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	30	Emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems
2.1.3	**TSC-CD**	30	89,981	TSC hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	30	Emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	Mainstreamed in Organisation
2.2	**Non-State Actors**							
2.3	**Consultants**	10	19,000,000	MoE hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	10	Emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems
2.3.1	**Contractors**	31	24,750	MoE hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box	31	Emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems
3.0	**Sub-counties**							
3.1	**Government**							
3.1.1	**S-CDEs**	110	114748	Sub county & schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	110	Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
3.1.2	**SCQASO**	110	114748	Sub county & schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	110	Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
3.1.3	**TSC-SCD**	110	114748	Sub county & nschools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	110	Emails, Toll Free, SMS, whatsups, twitter Account	
3.2	**Non-State Actors**							
4.0	**Schools**							

4.1	**Regular - Primary Schools**	79246	1,200,000	school	Suggestion box, walkins, MoE website, meetings,	79246	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.1.1	**Head Teachers**	7852	3,689,981	school	Suggestion box, walkins, MoE website, meetings,	7852	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.1.2	**Pupils**	600,000	19,000,000	schools	Suggestion box, walkins, MoE website, meetings,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.1.3	**Teachers**	79,246	19,000,000	school	Suggestion box, walkins, MoE website, meetings,	79,246	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.1.4	**Supportive Staff**	23,556	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,	23,556	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
4.1.5	**Parents**	2,400,000	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
4.1.6	**BoM**	78,520	19,000, 000	schools, school meetings, Barazas	Suggestion box, walkins, MoE website, barazas,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.2	**Regular - Secondary Schools**							
4.2.1	**School Principals**	2147	3,689,981	school meetings	Suggestion box, walkins, MoE website, meetings,	2147	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.2.2	**Students**	600,000	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE Systems
4.2.3	**Teachers**	10735	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,	10735	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
4.2.4	**Supportive Staff**	42940	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,	42940	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
4.2.5	**Parents**	2,400,000	19,000,000	school meetings	Suggestion box, walkins, MoE website, meetings,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
4.2.6	**BoM**	24750	19,000,000	school meeting, National Quality dialogss	Suggestion box, walkins, MoE website, meetings,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE systems
4.3	**SN Schools**							
4.3.1	**School Principals**	75	19,000,000	schools, school meetings	walkins, suggestion box, write letters		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE systems
4.3.2	**Pupils & students**	15,000	19,000,000	schools, school meetings	walkins, suggestion box & letters		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE systems

	Teachers	647	19,000,000	schools, school meetings	walkins, Emails, letters, sms, twitter, whatsups,	647	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE systems
	Supportive Staff	1465	19,000,000	schools, school meetings	Suggestion box, walkins, MoE website, meetings,	1465	MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
	Parents	15,000	19,000,000	schools, school meetings	walkins, SMS, MoE Websites, Whatsup, Telephone,Letters,		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	
	BoM	750	19,000,000	schools, Sub County, county, County Education	walkins, SMS, Whatsup, Telephone,Letters,MoE Websites		MoE website, Emails, Toll Free, SMS, whatsups, twitter Account	MoE systems
5.0	**Local Community**							
5.1	**VMGs**	25	19,000,000	65	Portal, MoE Websites,Toll Free walkins, SMS, Whatsup, BarazasTelephone,Letters,		Portal, Toll Free, SMS, Whatsup, MoE website	
	Partner Institutions							
	Scholarship & Advocacy	2	19,000,000	MoE hqt & County levels, sub counties & Schools	Emails, Toll Free, SMS, whatsups, twitter Account, letters, Walkins, Suggestion box, conferences	?????????????	Emails,SMS, whatsup groups,twitter Account, Facebook, Toll Free, Newspapers, Radio, Television	MOE systems

Appendix 6-9: List of potential risked-based grievances from regional consultative workshops

a) GRM Consultative Workshop held at Kakamega, Garissa and Machakos

i. Stakeholders expectations and concerns beore the workshop

Issues to be addressed by the workshop	**Target institution**
1. How will SEQIP cater for the visually impaired learners? How will SEQIP cater for children with special needs at a lower level noting that it forms a critical and key foundation for learners subsequent learning levels? How ready is SEQIP in providing assistive devices for SNE? How will SEQIP address SNE infrastructural needs?	
2. How will SEQIP cater for constitutional provision on affirmative action for VMGs?	
3. How will SEQIP tackle teacher shortages in VMG areas?	
4. Has SEQIP already begun? If not, when will it begin? Noting that SEQIP began in 2017, being three years down the implementation line spent on soft tasks, and is only getting to be known at the county in 2019, being only 3 years to its end, how will it undertake the harder tasks of implementing the activities within the time remaining? How will SEQIP the funds be effectively spent to deliver the benefits? How will SEQIP avoid spending funds intended for improving tangible learning provisions, like infrastructure, scholarship, and CBC materials, on such issues such as board rooms meetings and field allowances that only benefit the project teams and do not benefit the schools?	
5. How will SEQIP identify and verify needy child who are eligible for scholarship? How will children from VMGs be catered for? How will the selection criteria for scholarship beneficiaries be developed, applied and managed to ensure objectivity and fairness in the distribution of scholarships while adhering to the constitutional affirmative action for VMGs areas? Who will be the members of the selection committee for the scholarship beneficiaries? How will the VMGs be represented in the selection committee for the scholarship beneficiaries?	
6. How will SEQIP undertake community engagement, advocacy, gender sensitization? How will SEQIP address issues on child pregnancy, female genital mutilation, child marriages, and child labor? How does SEQIP intend to to level the ground on girl and boy child empowerment?	
7. How does SEQIP justify the targeting of learners in grade 6 and lower secondary levels while leaving out those in lower levels of basic education and in the upper secondary primary level, noting that ECDE to class 6 is the foundation for improving quality of education? Isn't this equivalent to *"climbing a tree from the top"?*	
8. Noting that improving the quality of education requires improvement of teaching including adequacy of teachers, what strategies has SEQIP put in place to address this issue?	

9. How will SEQIP guarantee that the 10% of teachers posted under the project are retained in the schools assigned and that they are not un-procedurally transferred and where normal transfers happens replacement be done?	
10. How will SEQIP ensure that remote areas such as the where Elmolo and Dasannash in Marsabit county benefit from all project components?	
11. How will SEQIP ensure that all the stakeholders understand their role in the project implementation? What will be the role of the chiefs?	
12. How will SEQIP identify genuine VMGs from those communities masquerading and discriminating them?	
13. Noting there was information on when stakeholder would be paid their reimbursables, how will SEQIP ensure payment are done in timely manner and no participant will be stranded after the workshop and that monies borrowed to attended the workshop is refunded in good time? How did SEQIP arrive at the allowances to be paid to different the participants? How can SEQIP explain the differences in these allowance among the various stakeholders? Why does SEQIP take into consideration that some participants took flights, and others came by bus and differentiate the allowances in that regard?	
14. Noting that the participant invited were limited to only a few VMG members, how will SEQIP ensure that its stakeholder engagements are moved to the ground?	

1.2.12 Potential risk-based grievances related to SEQIP

Component	Issue	Details
General SEQIP issues	Confusing and unstable trends in developing education systems in Kenya	The participant indicated that trends in education system in Kenya has been confusing and lack stability. For example, Tusome Program as new system by MoE that was dropped half-way due to lack of mechanism for preparing teachers. This leads to waste of resources for tax-payers.
	Tailored treatment for Special Needs learners:	Special Needs learners require special attention compared to other learners.
	Sensitization of SEQIP:	The stakeholder indicated that SEQIP is poorly publicized with disclosure only confined to implementing institutions and a few stakeholders. They indicated that SEQIP need a well consultative communication strategy.
	Efficacy of workshops:	The participant indicated that, although the government promises and holds a lot in workshops on World Bank financed project, all the outputs documents are end-up in shelve and are only done to meet the obligation of the World Bank. Unfortunately, this wastes stakeholder time and energy no matter how great ideas are, as well as waste government funds and tax-payers money.
	BOMs capacity:	There is need to capacity build the BOMS on all project component
	White Elephant Projects:	The stakeholder that, although the government claims to provide free access to education through FPE in the past,

		whether learners paid KES 9,000 for tuition per student, and currently claims to pay KES 22,000 for tuition per learner, the school are operating in bankrupt manner with most provisions lacking in these schools.
	Nomadic Communities:	The stakeholder indicated that SEQIP in all its design provision has excluded nomadic community and their learners
	Persons living with disabilities:	The stakeholder indicated on the need to consider the provision of PWD to be accompanied by guides or helpers. In addition, SEQIP need to ensure CBC is supporting SNE based on their differentiated needs
	Failure for SEQIP to adhere to affirmative action on VMGs on matters of human development	The stakeholder lamented that selection of schools was in dire violation of the constitutional affirmative action provision of targeting the disadvantaged marginalization communities and groups.
	Needs for pastoralist	The stakeholder emphasized the need to considered specific need for pastoralists like drinking water.
Component 1 Sub-component 1.1	Text books supplies:	The stakeholder claimed that the centralized text-book supply tendering process is discriminatory as it only awards tender to the economically and politically powerful big text-book publishers thereby, excluding the small publishers, distorting the text-book market, and encouraging malpractices where suppliers provide more books to school that required, and creating unemployment by asking publishers to supply books to schools thus, pushing the bookshops out of business.
	Storage of books	Texts-books have been supplied to schools but storage for these books was not considered. As in most school the books are poorly stored, some are even kept on the floor which increases their tear and wear.
1.2	TSC – Ratio of teachers/trainers:	The stakeholder indicated a glaring low teacher:learner ratio in VMGs areas
	Preparedness of teachers.	The stakeholder indicated that teachers are poorly prepared for the CBC which is risk for the education sector
	Equality and Equity in allocation of teachers:	The stakeholder indicated unequal distribution of teachers across the country with VMGs areas having the least. This is dues to the TSC not implementing the constitutional affirmative provision but instead over-supplying teachers in certain areas. In addition, some areas suffer insecurities and teachers are not willing to be posted or transferred to those areas.
1.2	Shortage of teachers:	The stakeholder observed that TSC is now employing an average of about 5,000 teachers shared between primary

		and secondary schools to cater for the whole country which faces serious deficits. Thus, the stakeholder recommended that locals should be trained and posted to teach in their own localities as they would be more likely to remain in their areas than those from outside the areas.
1.2	Teaching posting (staffing)	There is no equitable distribution of teachers. Areas with high human population density are over-staffed while marginal areas and VMGs are understaffed with some schools having as low as 2 teachers for class 1 up to 8
	Special needs:	SNE need adapted materials books e.g. brail interpretations.
Component 2 Sub-component 2.1	SNE	The infrastructure design should consider all scopes of disability parameters
	Statutory Environmental Inspections:	The stakeholder indicated that school infrastructures are supposed to be guided by NEMA on how to undertaken annual self-audits
	Logical budgets for classroom constructions:	The stakeholder indicated that involvement of ministry of public works in construction of classes would make the cost exorbitant. In addition, the stakeholder observed community approach need to be integrated in the construction of infrastructure to encourages ownership and thereby repair and maintenance.
Sub-component 2.2	Boys and Girls support kit	The stakeholder wondered why the boys are not supplied with underwear. The stakeholder SEQIP is sending a wrong signal on preference of girls by not considering equitable needs for boys which may infer MoE discrimination of boys instead of leveling the grounds for all
	Scholarship	The stakeholder questioned how scholarship beneficiaries would be identified as it may be abused by benefiting child from the politically influential parents
	Distribution of sanitary towels	The sanitary towels are usually distributed as a matter of charity other than rights. The manner the distribution and publicized, in particular through media, usually embarrasses and stigmatizes community.
	Parents lacks information on SEQIP	The stakeholder lamented that SEQIP has not made any efforts to inform parents of the project operational area about the project and what it intends to deliver to their children. SEQIP need to adopt a localized approach to information disclosure through trainings, mobilization, and planning.
	BOMs require capacity building on SEQIP	The Stakeholder lamented that BoMs have varied capacity, some as low as primary level education while others have secondary level of education. Thus, it is important to build the capacity of the BOM on SEQIP delivery.

Component 3	CBC:	The stakeholder lamented that, despite the merits of CBC, the high speed with which its being introduced with is in ignorance of the fact that most education actors at the local levels (teachers, BoM, parents, FBO, parents, and learners) are poorly prepared on its meaning, goals, approach, outcomes and implications.

Appendix 6-10Institutional analysis

Table 6-6: Institutional credibility analysis by participants to the regional GRM consultative workshop

	Institutions	Legitimacy	Accessibility	Predictability	Fairness	Rights Compatibility	Transparency	Capability	Credibility Rating
1	**MOE**	4.0	3.0	2.0	2.0	2.0	1.0	3.0	**2.4**
2	**KICD**	4.0	3.0	4.0	4.0	4.0	1.0	4.0	**3.4**
3	**KNEC**	4.0	3.0	4.0	2.0	3.0	3.0	3.0	**3.1**
4	**TSC**	4.0	3.0	2.0	2.0	2.0	1.0	3.0	**2.4**
5	**CEMASTEA**	4.0	3.0	2.0	4.0	4.0	4.0	4.0	**3.6**
	Referral Institutions								
6	**KNHRC**	1.00	3.00	3.00	2.00	3.00	2.00	1.00	2.1
7	**NGEC**	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
8	**CAJ**	5.00	5.00	4.00	3.00	3.00	3.00	4.00	3.9
9	NEMA	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
10	DOSH	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
11	NCA	3.00	4.00	2.00	3.00	2.00	4.00	1.00	2.7
12	NLC	3.67	4.33	2.67	3.00	3.00	3.00	2.67	3.2
13	KEBS	5.00	4.00	3.00	3.00	4.00	3.00	0.00	3.1
14	EACC	5.00	4.00	4.00	3.00	4.00	3.00	0.00	3.3
15	DPP	5.00	5.00	3.00	4.00	5.00	4.00	5.00	4.4
16	DCI	5.00	3.00	2.00	3.00	5.00	2.00	5.00	3.6
17	ELC	5.00	2.00	2.00	3.00	2.00	1.00	5.00	2.9
18	Environmental tribunal	5.00	0.00	0.00	0.00	2.00	0.00	5.00	1.7
19	Courts	5.00	2.00	2.00	2.00	3.00	0.00	5.00	2.7
	Other Supportive Institutions								
20	Public Procurement Oversight Authority (PPOA)	5.00	5.00	3.00	3.00	3.00	4.00	5.00	4.0
21	National Council for Persons with Disabilities (NCPWD)	4.00	4.00	5.00	5.00	3.00	4.00	4.00	4.1
22	Min. Gender, Sports, Culture and Social Services	5.00	3.00	2.00	2.00	2.00	2.00	3.00	2.7
23	Ministry of Interior and Coordination of National Government (MICNG)	5.00	4.00	5.00	3.00	3.00	2.00	3.00	3.6
24	Ministry of Labour	5.00	2.00	2.00	2.00	2.00	1.00	3.00	2.4

25	Ministry of ICT	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.4
	County level institutions	3.00	3.00	2.00	4.00	3.00	4.00	3.00	3.1
26	**County Government**	3.00	4.00	3.00	4.00	3.00	4.00	2.00	3.3
27	**Civic Leaders**	4.00	4.00	4.00	3.00	3.00	3.00	3.00	3.4
	School level institutions	1.00	3.00	3.00	2.00	3.00	2.00	1.00	2.1
28	**BOM**	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
	Local level institutions	5.00	5.00	4.00	3.00	3.00	3.00	4.00	3.9
29	**Local/Customary Institutions**	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
30	**Religious Leaders**	1.00	4.00	1.00	1.00	3.00	2.00	1.00	1.9
31	**PDOs**	3.00	4.00	2.00	3.00	2.00	4.00	1.00	2.7
	Non-State Actors	3.67	4.33	2.67	3.00	3.00	3.00	2.67	3.2
32	**Publishers**	5.00	4.00	3.00	3.00	4.00	3.00	0.00	3.1

Appendix 6-11: Stakeholders comments at the National GRM validation and disclosure workshop

Stakeholders Feedback from National Validation and Disclosure Workshop on SEQIP- GRM

Thursday March 28t, 2019 at KICD

	Issues
GRM report	The GRM report should be shared with the stakeholders for review and comments and upon integration of comments be disclosed
School Selection	• The list of the selected schools for SEQIP support need to be shared with stakeholders • The MoE criteria for selecting schools to be targeted by SEQIP was not validated and disclosure to the VMGs • Schools serving VMGs were grossly left out by MoE SEQIP) from the list of schools to be targeted by SEQIP • The MoE methodology for needs assessment for infrastructure development was not validate and disclosed to VMG's • Nomadic VMGs were left out in the design of SEQIP • Constitution of Kenya and World Bank policy affirmative action on inclusion of VMGs in upheld and executed
SEQIP consultations	• The Parents Association and Union expressed the need to remain engaged and consulted in the SEQIP project
GRM structure	• The targeted schools need to be considered as part of the community social structures • The local chief need to be considered as part of the community leader and need to serve as one of the focal points for the SEQIP

Appendix 6-12: ***Comments from email-circulated GRM Manual***

Date: Mon, 29 Apr 2019 08:06:58 +0000 (UTC)

From: martin simotwo msimotwo@yahoo.com

To: seqip 2018 <seqip2018@gmail.com>, juliuskip67@gmail.com, collinsjohnmanas1975@gmail.com, pkitelo@yahoo.com, cheptarusphilemo@yahoo.com, fatihiyamiraj254@gmail.com, stephen.lenengwesi@gmail.com ,koinante6@yahoo.com, raphaellolokuru@gmail.com, dwaarto@gmail.com , plokuru54@gmail.com , lemotouedward@yahoo.com , babisanidivayu@yahoo.com, mariamlengure@gmail.com, vickychebby@gmail.com , margaretlarabi@gmail.com ,linoid@gmail.com , chrisgalgalo2002@yahoo.co.uk , lainiasha@gmail.com, barissaabuu@gmail.com, oyubashoey@gmail.com , kipkaziwk@gmail.com , philipleshishi79@gmail.com , ekarismungai2@gmail.com , hwaheed@worldbank.org , rkirwa@worldbank.org, Jane Mbugua <janmbug@gmail.com>, Florence Musalia <gwoneki2002@gmail.com>, "Dr. Julius MUCHEMI" <julius@ermisafrica.org>

Issue	Detail
VMGs representation	VMGs are represented at all levels of the institutional structure
Analysis of institutional credibility and modes	• Institutional credibility rating for various implementing agencies for addressing grievance.
GRM implementation	• Implementation of GRM is key to success of this project.

Dear Muchemi.

Thank you for completing this important document. As you prepare to submit the GRM document for disclosure, kindly ensure that what we agreed in the regional consultations are in the documents. Areas that must be included are:

- VMGS are represented at all levels of the institutional structure.
- institutional credibility rating for various implementing agencies for addressing grievance.

implementation of GRM is key to success of this project.

concerning the communication strategy, this document was sneaked to GRM national consultation meeting without subjecting it to stakeholders consultation first . it is important that communication strategy document be subjected to regional stakeholder consultations.

Martin S. Simotwo

On Sunday, April 28, 2019, 10:46:28 PM GMT+3, Dr. Julius MUCHEMI <julius@ermisafrica.org> wrote:

Dear all,

Trust you are all doing good.

Please note the following were the deliberations agreed by the relevant stakeholders who participated in the National SEQIP GRM Validation and Disclosure held at KICD on March 28th, 2019.

1) That the final draft GRM manual be shared with the stakeholders and to allow 2 weeks period for review and provision of any outstanding comments
2) That after the comments received during the 2 week period be incorporated into the draft SEQIP GRM manual
3) That upon accomplishing step (1) and (2) above, the draft GRM Framework/Manual incorporating the comments provided in step (2) become the final SEQIP GRM Framework /Manual to guide the redress of potential grievances that may emerged from SEQIP
4) That the final SEQIP GRM Manual in (3) be disclosed on the website of the implementing institutions and World Bank infoshop, as per the relevant safeguards provisions
5) That thereafter, the disclosed SEQIP GRM Manual, be implemented by SEQIP

Being the social safeguards consultant who led the process on behalf of SEQIP implementing institutions, i wish to can confirm that we have gone through steps 1, 2, and 3, with minimal comments all which are appendixed on the documents. Consequently, i will now submit the final SEQIP GRM Framework/Manual to SEQIP, specifically Ministry of Education, to take further action with respect to steps 4 and 5.

I wish to thank all the relevant stakeholders for having fully and effectively participated in this protracted, robust, and very engaging process of developing the must coveted SEQIP GRM Framework/Manual with the hope that the relevant SEQIP implementing institutions with support from the World Bank will undertake the necessary efforts towards the efficacious implementation of the document to achieve intended purpose -improved SEQIP delivery and achievement of outcomes.

Yours truly,

Dr. Julius MUCHEMI (PhD)
Governance and Development
Executive Director
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On 2019-04-11 04:52, seqip 2018 wrote:
> DEAR ALL
> Please find the attached documents for your input.The documents had
> been shared earlier.We are sorry if you did not receive the

> documents. Please let us have your feedback by next week THURSDAY,
> 18TH APRIL, 2019

Photo gallery