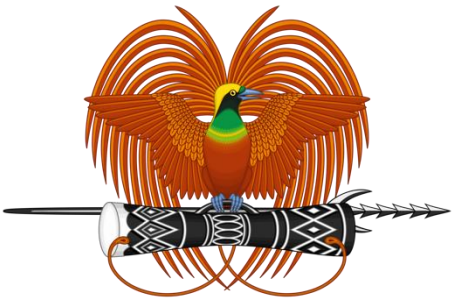
PAPUA NEW GUINEA URBAN YOUTH EMPLOYMENT PROJECT III (UYEP III)

(P518905)

STAKEHOLDER ENGAGEMENT PLAN (SEP)

October 2026



Department of Provincial and Local Government Affairs

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Abbreviations and Acronyms

Abbreviation	Full form
ALLG	Ambenob Local Level Government
ASLMP	Active Labor Market Program
BEST	Breakthrough Employment Skills Training and Job Readiness Training
BSP	Bank South Pacific
DHERST	Department of Higher Education, Research, Science and Technology
DNPM	Department of National Planning and Monitoring
DoLIR	Department of Labour and Industrial Relations
DPLGA	Department of Provincial and Local Government Affairs
E&S	Environmental and social
ESCP	Environmental and Social Commitment Plan
ESF	Environment and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESMS	Environmental and Social Management System
ESS	Environmental and Social Standard
FSV	Family and sexual violence
FSVAC	Family and Sexual Violence Action Committee
GBV	Gender-based violence
GRM	Grievance Redress Mechanism
GRMC	Grievance Redress Mechanism Committee
KCA	Kokopo City Authority
LCA	Lae City Authority
LLG	Local-level government
LMIS	Labour Market Information System
LMP	Labour Management Procedure
M&E	Monitoring and Evaluation
MHCA	Mount Hagen City Authority
MLLG	Madang Urban Local Level Government
MoU	Memorandum of Understanding
MRYCD	Ministry of Religion, Youth and Community Development
MSME	Micro, small and medium enterprise
NCD	National Capital District

Abbreviation	Full form
NCDC	National Capital District Commission
NGO	Non-governmental organisation
NYDA	National Youth Development Authority
OHS	Occupational health and safety
PCU	Project Coordination Unit
PIU	Project Implementation Unit
PLWD	Persons living with disability
PMU	Project Management Units
PNG	Papua New Guinea
POM	Project Operations Manual
PSC	Project Steering Committee
SEA/SH	Sexual exploitation and abuse, and sexual harassment
SEP	Stakeholder Engagement Plan
SME	Small and medium enterprise
TVET	Technical and Vocational Education and Training
UWS	Urban Works and Services
UYEP	Urban Youth Employment Project
WB	World Bank

1 Introduction

The third phase of Urban Youth Employment Project (UYEP III) is the follow-up project to the UYEP I and II, a comprehensive Active Labor Market Program (ASLMP) begun in 2021. The UYEP III will deepen activities in Port Moresby and Lae while expanding to an additional six (6) urban centers, specifically Kokopo, Mouth Hagen, Alotau, Madang, Wabag and Kavieng. The project is designed to improve the work-readiness and job outcomes of disadvantaged urban youth through a structured, workplace-centred pathway comprising: (i) work readiness training (BEST); (ii) stipended urban works and services; (iii) employer-led internships; and (iv) referral services connecting participants to employment, TVET, and micro-enterprise opportunities. The project will also support the development of a labour market information system to strengthen evidence-based planning.

2 Project Description

The Urban Youth Employment Project III comprises of the following components:

- **Component 1: Skills Training and Work Placements.** This component supports the mobilization of eligible youth in targeted urban areas and their progression through a structured skills and work experience pathway. It comprises four subcomponents:
    - 1a - Youth awareness and Mobilisation
    - 1b - Breakthrough Employment Skills Training (BEST)
    - 1c - Urban Works and Services placements
    - 1d - Internship placements

- **Component 2: Referral and Support Services.** This component connects UYEP III participants to post-program opportunities through three dedicated referral desks under the three subcomponents:
    - 2a - an Employment Referral Desk including a labour-hire pilot;
    - 2b - an MSME Referral Desk including seed financing, an enterprise incubator and facilitated access to microloans
    - 2c - a Training Referral Desk, providing market-oriented vocational training through accredited providers.

- **Component 3: Labour Market Information System, Monitoring and Evaluation.** This subcomponent builds the systems and processes developed under earlier project phases to deliver comprehensive data and analysis to support project operations and policy development. It includes development of a pilot LMIS; a Management Information System (MIS) tracking beneficiary data, placements, stipend payments, and environmental and social risk management performance; project surveys and impact evaluations; and technical assistance to relevant government agencies to strengthen labour market intermediation, labour standards, and youth employment policy frameworks.

- **Component 4: Project Management.** This component finances project management support, including safeguards oversight, communications and media, short-term technical assistance,

training, grievance management, financial management, procurement, project management and support staff, goods, and incremental operating costs. A Project Coordination Unit (PCU) attached to the Department of Provincial and Local Level Government Affairs (DPLGA) will serve as the central administrative unit responsible for overall project execution, financial management, compliance, and monitoring of UYEP III. Project Management Units (PMUs) will be established in the National Capital District Commission and the Lae City Authority, and Project Implementation Units (PIUs) in the six new urban centres, as the local implementing structures. Where a requirement applies to both, the term PMU/PIU is used.

The Urban Youth Employment Project III is being prepared under the World Bank's Environment and Social Framework (ESF).

3 Objective of this Stakeholder Engagement Plan

The overall objective of this Stakeholder Engagement Plan (SEP) is to establish a systematic, inclusive and proportionate approach to stakeholder engagement, consultation and information disclosure throughout the entire UYEPIII project lifecycle. The SEP identifies project-affected parties, other interested parties and disadvantage or vulnerable individuals and groups; describes how timely and accessible information will be disclosed; sets out processes and tools for meaningful consultation and feedback. It also explains how stakeholders may raise questions, concerns, grievances, and feedback on any aspect of UYEP III. The SEP will be reviewed at least annually and whenever project scope, locations, risks, impacts or stakeholder needs change.

4 Legal and Other Requirements

4.1 Key Papua New Guinea Laws, Regulation and Policy

The current Papua New Guinea policy and legislation regarding citizens' access to information and participation include but not limited to:

- **The Constitution of the Independent State of Papua New Guinea**, National Goal 2 (6) requires the "maximization of the number of citizens participating in every aspect of development." Further, Under Section 51 citizens have the right to access information.
- ***Environment Act 2000*:** where a permit is issued, this permit includes conditions regarding engagement. For example, identification of issues that may arise within the project and surrounding area that are direct or indirect outcome of the physical, biological or socio-economic effect of the proposed development activity.
- **Environment (Prescribed Activities) Regulation 2026:** determines which activities require development consent and therefore public notification.
- **Land Act 1996, Land Groups Incorporation Act and Land Disputes Settlement Act 1975**: govern the identification of and consultation with customary landowners, and the resolution of land disputes. Consultation on land access is set out in the Land Access Procedure (annexed to the ESMF).

- ***Lukautim Pikinini Act 2015* and *Family Protection Act 2013*:** creates reporting duties in respect of children and provides protection orders. Community mobilisers and facilitators are trained in these duties because they may receive disclosures during engagement.
- ***Digital Government Act 2022***: requires state agencies to maintain open data standards, creating indirect access to information. It provides a legal basis for public access to policy libraries, gazettal notices, and press release.
- **National Right to Information Policy (2020-2030):** designed to operationalize the constitutional right by giving citizens access to information.
- **National Data Governance and Protection Policy (2023):** a framework for the responsible use, management, and governance of data across public and private sectors including the protection of personal data and privacy rights of its citizens in Papua New Guinea.

4.2 World Bank Environmental and Social Framework (ESF)

The World Bank's ESF includes ten Environmental and Social Standards (ESSs). Of most relevance is ESS10 (Stakeholder Engagement and Information Disclosure). This standard requires open, transparent and inclusive engagement between the Borrower and project stakeholders throughout the project life as an essential element of good international practice" (World Bank, 2017: 97). The engagement must begin as early as possible, be proportionate to risks and impacts, enable stakeholders' views to inform project design and implementation, provide timely and accessible information, include differentiated measures for disadvantage and vulnerable groups, and maintain an accessible grievance mechanism. Specifically, the requirements set out by ESS10 are outlined hereunder:

- **Early and continuous engagement:** Engage stakeholders early enough to influence decisions and continue engagement as risks, impacts and opportunities evolve. The nature, scope, and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.

- **Meaningful consultation:** Maintain and disclose relevant information in advance, provide adequate time and appropriate formats for participation as part of the environmental and social assessment, a documented record of stakeholder engagement, including a description of the stakeholders consulted, document summary of the feedback received, and a brief explanation of how the feedback was taken into account, or the reasons why it was not. (World Bank, 2017: 98).

- **Inclusion and accessibility:** Identify barriers and differentiated measurers so affected and disadvantaged groups can participate safely and effectively.

In addition, ESS5 (Land Acquisition, Restrictions on Land Use and Involuntary Resettlement) requires consultation with people whose land or livelihood is affected, dealt with in the Land Access Procedure (annexed to the ESMF); ESS7 (Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities) requires meaningful consultation with the customary landowning groups of each area;

5 Stakeholder Identification and Analysis

5.1 Methodology

Stakeholder identification and analysis have been undertaken and will be updated throughout implementation. Analysis considers the extent to which a stakeholder is affected, level and nature of interest, ability to influence project outcomes, barriers to participation, preferred language and communication channels, engagement frequency, responsible project role and feedback route.

The stakeholders identified include:

- **Project Affected Parties:** individuals, groups, local communities, and other stakeholders likely to be affected directly or indirectly by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, well-being, or livelihoods.
- **Other Interested Parties:** individuals, groups, or organizations with an interest in the project, which may be because of the project location, its characteristics, its impacts, or matters related to public interest.
- **Disadvantaged or vulnerable and identified individuals or groups:** those who may be more likely to be adversely affected by the Project impacts and/or more limited than others in their ability to take advantage of the Project's benefits. Such individuals or groups may be excluded from or unable to participate fully in the mainstream consultation process, and as such may require specific measures and/or assistance to do so. This includes older persons, minors, persons with mental or physical disabilities, persons with low literacy, and others.

Stakeholders identified for the project thus far, and their interests in the project are provided in Table 1. Additional stakeholders may be identified during the implementation of the project, and this plan will be updated accordingly.

Table 1: Stakeholders and their interest in the Project

Group	Organisation	Interest in Project	Degree of Influence (Low, Medium, High)	Best method to ensure participation
Affected Parties				
Project Proponent	DPLGA	Head implementing agency hosting the Project Coordination Unit	High degree of influence as it governs and oversees the operation of the project	Personnel involved in the project must be included in all project processes. Reports, newsletters, face-to-face meetings, emails.
Implementing parties	NCDC, LCA, Mount Hagen City Authority (MHCA), Kokopo City Authority (KCA), Madang Urban LLG, Kavieng Urban LLG, Alotau Urban LLG, Wabag Urban LLG	Responsible for local project delivery across all targeted urban centres	High degree of influence as the implementing parties must be included in all project processes.	Personnel involved in the project must be included in all project processes. Reports, newsletters, face-to-face meetings, emails.
Project Steering Committee (PSC)	PSC members	Advisory oversight to project implementation	High Degree of influence. Advises on implementation issues requiring political decision-making, including issues of access or interference; may be asked to raise concerns with other government departments	Committee to be included/made aware of all processes. Inform of implementation of issues that require political decision-making, even issues of access or interference. May be asked to bring concerns to other Govt departments Meetings, Reports + presentations +site visits
Registered youth (18 - 29 yrs)	Youths (18-29 yrs)	Primary Project beneficiaries	High degree of influence as there are beneficiaries of the project/person of interest. Need youth to meet objectives and targets	Community meetings, face to face meetings, social media
Indigenous Communities in project participating urban centres	Motu-Koitabu Assembly/Ahi	High interest, project is being implemented in their area or near their traditional lands	High degree of influence, as their people are considered indigenous to Port Moresby. There is a set target of trainees from your area which will need to be met.	Personnel involved in the project must be included in all project processes

Group	Organisation	Interest in Project	Degree of Influence (Low, Medium, High)	Best method to ensure participation
Local communities in subproject areas	Residents, businesses, schools, churches	Communities near the location of physical works may be potentially affected by the environmental and social impacts associated with construction.	Low degree of influence	Community meetings, House to house or door to door consultations, Newspaper notices. Community perception surveys
Private sector organisations	Businesses, Organisations	Key partners in internship placements and employment referrals under Components 1 and 2	High degree of influence critical for the Skills Training component of the project.	Newsletter, face to face meetings, Special events: Employer Forum/ Monitoring surveys
Training providers	TVET institutions (Limana, Morata, Badili, Malahang Technical Secondary School, St Joseph Technical school, Saint Mary's Vocational Centre (Lemakot), St Joseph Fissoa Technical Training Centre, Rabaraba TVET) Centre for Excellence in Financial Inclusion	Key partners in the Skill Training component of the project.	High degree of influence critical for the Skills Training component of the project.	Face to face meetings, newsletter
Banks	Bank of South Pacific Women's Micro Bank	Opening of bank accounts for trainees; potential managers of a revolving fund	Low degree of influence	Face to face, email, newsletter
GBV Service providers	NCDC FSVAC, Femilipng, MarieStopes, Trupla man trupla meri (potential)	Facilitate referral for trainees in the project who help in GBV/FSV cases	Low degree FSVAC influence	Newsletter, social media
Training venue providers	Churches, schools, Government LLG centres	Potential providers of training venues for BEST programme delivery	Low degree of influence	Face to face
Local SME	Local SME lunch providers BEST classes and UWS	Potential income opportunities within their areas should they provide for BEST lunches in their respective areas.	Low degree of influence	Face to face meetings
Law Enforcement	Royal PNG Constabulary	Potential to provide support at higher risk locations and during mobilization activities	Low degree of influence	Face to face meetings Site visits

Group	Organisation	Interest in Project	Degree of Influence (Low, Medium, High)	Best method to ensure participation
Project workers (As defined in LMP)	Direct workers (PMU/PIU staff, community mobilizers)	High Interest in Project progress, occupational health and safety, employment terms and conditions	High degree of influence as implementation of the project	Email, face to face meetings, newsletter
	Various contractors to be contracted or subcontracted to undertake construction works associated with sub-projects under Component 1. Various TVET institutions, public and private organisations, employees' partners engaged to provide training under Component 2		High influence of as implementation of the project	
Vulnerable or disadvantaged groups	Including, but not limited to: female youth with caring responsibilities, youths with disabilities; youth with low literacy, youth displaced by tribal conflict; youth from outer islands or geographically isolated communities	Potential Project beneficiaries, They may also be disproportionately affected by the social impacts associated with the works.	Low degree of influence, require specific measures and targeted outreach to ensure meaningful participation	Face to face meetings, social media,
Other Interested Parties				
Development Bank	World Bank	Financing project	High degree of influence	Face to Face, virtual meeting, email. Reports and Presentation Site visits - Implementation Mission
Government Departments	Department of Treasury	Borrower	High degree of influence	Newsletter, face to face meetings,
	Department of National Planning and Monitoring National Economic and Fiscal Commission	Interest in project outcomes and national development planning	High degree of influence	Newsletter, face to face meetings,
	Provincial Governments within UYEP III project sites	Interest in project outcomes and local coordination	Medium degree of influence	Newsletter, face to face meetings,
	Dept of Education/DHERST	UYEP III Training to meet DHERST standards	Low	Reports, Presentations, UYEP III Training materials and processes

Group	Organisation	Interest in Project	Degree of Influence (Low, Medium, High)	Best method to ensure participation
	NCD TVET Sponsorship Section	Interest in TVET coordination and avoiding duplication	Low	Newsletter to keep them informed of project progress. Emails and face-to-face meetings when applying for TVET Sponsorship program.
	Ministry of Religion Youth & Community Development (MRYCD)	High interest in youth development outcomes	High	Personnel involved in the project must be included in all project processes. Meetings, Reports + presentations +site visit
	Department of Labour and Industrial Relations (DLIR)	High interest; key partner for LMIS development, labour policy alignment, and technical assistance under Component 3	High	
	National Youth Development Authority (NYDA)	High interest; key partner for the Youth Engagement Strategy and youth profiling initiative; alignment with UYEP III targeting and registration systems is critical	High	
	Labour Mobility Unit	Linkages with 'Enhancing Labor Mobility from Papua New Guinea' Project and general linkages between labour mobility and UYEPIII	Medium	Newsletter, face to face meetings,
Industry groups	The Chamber of Commerce, PNG Manufacturers Council	Interest in labour market and skills development outcomes	Low	Reports, Newsletters, face to face meetings, emails,
NGOs	City Mission	Interest in youth welfare and complementary service provision	Low	
Local Politicians	Local Politicians	Medium - Project activities, especially UWS will be conducted within the electorate.	Medium degree of influence	

5.2 Stakeholder Engagement Program

The stakeholder engagement is an on-going process, throughout the following stages of the project preparation (including disclosure), implementation and closure. It contains actions proposed by stage, by type of stakeholders, frequency of engagement, and modes of information disclosure and engagement during the overall Project cycle.

Key principles

The SEP will ensure that the following key principles are applied to all engagement activities:

- **Timeliness:** Begins early in the project planning process to gather initial views on the project proposal and inform project design and is conducted on an ongoing basis as risks and impacts arise;
- **Inclusivity:** Stakeholder identification is undertaken to support better communications and build effective relationships. Ensure that engagement is managed so that it is culturally appropriate; adequate and timely information and opportunities are provided to all stakeholders to be involved and contribute. Special attention is given to vulnerable groups that may be at risk of being left out of project benefits, particularly women, older persons, and persons with disabilities,
- **Openness and life of project:** Public consultation will be conducted during the whole project life cycle and carried out in an open manner, free of external manipulation, interference, coercion or intimidation.
- **Transparency:** Based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful, and easily accessible information in a time frame that enables meaningful consultations with stakeholders in a gender and culturally appropriate format, in relevant local language(s), settings, and formats understandable to stakeholders;

5.3 Summary of Engagement Undertaken During Project Preparation

Stakeholder engagement undertaken throughout the implementation of UYEP II in existing participating cities (Port Moresby and Lae) aided the project preparation for UYEP III. Initial consultation on the project design for the proposed UYEP III included discussion with NCDC, LCA. DPLGA, DNPM, PMU staff and other key stakeholders in August 2025.

Specific scoping missions were undertaken in the targeted urban centres, and summaries of these are provided in the subsections below and listed Table 2.

Mount Hagen (November 2025)

Consultations were undertaken in Mount Hagen from 17–19 November 2025 with Mount Hagen City Authority, the Western Highlands Provincial Administration and relevant line agencies, the Chamber of Commerce, private employers in hospitality, retail, logistics and construction, and TVET providers. Discussions assessed the relevance of UYEP III, institutional and technical capacity, prospective Urban Works and Services, training provision, employer demand and opportunities to adapt the UYEP II model to Mount Hagen's urban and peri-urban context.

Stakeholders identified rapid rural–urban migration, youth living in settlements or displaced by conflict, limited structured support, law-and-order concerns and gaps in literacy, numeracy and work readiness as key challenges. They supported ward-, church- and youth-group-based mobilisation, with differentiated approaches for urban settlements and peri-urban communities, and locally relevant BEST content. Priority labour-intensive works included drainage clearing, minor road and footpath repairs, market amenities, beautification and recreational facilities, supported by contractor mentoring, Department of Works technical oversight, safe worksite arrangements and accessible grievance channels.

Consultations indicated stronger potential for internships and employment pathways than in smaller urban centres, particularly in hospitality, construction, retail, logistics, agribusiness and municipal services. Employers welcomed pre-screened, work-ready trainees and structured placements that could lead to longer-term employment, while TVET providers reported shortages of tools, consumables and instructors, uneven workshop readiness and weak industry placement links. Stakeholders therefore emphasised formal employer partnerships, transport and safety support, strengthened job-brokering and labour-hire services, targeted TVET improvements, and market-linked microenterprise opportunities, including agriculture supply chains.

Kokopo (November 2025)

Consultations were undertaken in Kokopo from 12–14 November 2025 with the East New Britain Provincial Administration, Kokopo City Authority, the Governor and local political leadership, government sector representatives, the Chamber of Commerce, private employers, TVET institutions, agricultural organisations, the Women's Council and other community stakeholders. Discussions and site visits explored youth employment challenges, institutional readiness, prospective Urban Works and Services locations, training capacity, employer demand and opportunities to adapt the UYEP II model to Kokopo's context.

Stakeholders identified high youth unemployment, limited formal employment, work-readiness gaps, and growing law-and-order concerns as major challenges. Strong support was expressed for community-based youth mobilisation, practical foundational training and labour-intensive works focused on footpaths, drainage, markets, shoreline improvements, road maintenance and other priority urban services. Local authorities indicated willingness to support a city-led, co-financed approach, while employers highlighted the need for structured placement support and closer alignment between training and actual labour demand.

Consultations also highlighted that internship opportunities are likely to be narrower than in Port Moresby and Lae and should be anchored in construction and city-maintenance pipelines, with complementary placements in tourism and hospitality, agriculture and agri-processing, fisheries, retail and selected manufacturing. TVET providers demonstrated useful assets and strong commitment, but reported shortages of equipment and consumables, weak employer linkages, limited practical placements and uneven employment outcomes. Stakeholders therefore emphasised targeted measures for young women and youth with disabilities, transport-sensitive placements, strengthened employer brokering, and referral support for employment, quality TVET and viable microenterprise pathways.

Port Moresby (September 2026)

Community engagement in Port Moresby was conducted in September 2026, including UWS service providers, Marie Stopes, community mobilizers, various communities and PMU staff. These engagements were heldat NCDC Engineering's Alu Building, Joyce Bay, Gabi village, 8 Mile and the office of PNG Disabilities Association. The purpose was to gather community perspectives on youth employment challenges, opportunities, and priorities to inform UYEP III's design.

Discussion centred on employment barriers at both the youth level (incomplete education due to financial and social pressures, lack of skills and work experience, weak soft skills and job readiness) and the national level (insufficient jobs, a mismatch between school-taught skills and available employment, safety concerns for young women, and the wantok/nepotism system affecting hiring).

Participants also flagged environmental and social risks, particularly that young women and persons living with disability (PLWD) risk exclusion due to accessibility barriers and family obligations - one case was cited where family members prevented a PLWD participant from joining despite her interest, since no one was willing to accompany her. A potential labour and workplace risk identified was trainees seriously injured while on the job training and relatives demanding compensation. Additional risks raised included gender-based violence and harassment, and tensions within communities caused by limited trainee intake quotas. Inclusion concerns further noted the need for disability-appropriate support and the need for project staff sensitisation training on general disability awareness and culture safety issues when UWS worksites are far from trainees' homes, transportation difficulties in the city, and the importance of family and community backing.

On community safety, participants recommended stronger engagement with community leaders to encourage youth participation and improved law-and-order measures through community policing. Broader recommendations included teaching self-improvement and workplace manners alongside technical training, placing greater emphasis on work ethics and soft skills, involving ethnic community leaders to mediate conflicts, expanding support for informal small and medium enterprises (SMEs) that many youths are already engaged in, giving local SMEs and trainee-run businesses opportunities to supply services like trainee catering or UWS subprojects, engaging police for mobilization activities in higher-risk areas Referral Section - Reach out or keep in touch with trainees/graduates, Subproject infrastructure design to consider needs of people with disabilityand training of project staff on general disability awareness and culture and marketing UYEP more widely to build an employer pool that can draw on the project's trainees.

Kavieng (September 2026)

Scoping mission consultations were undertaken with provincial and local government representatives, youth development agencies, youth leaders and youth groups, TVET providers, private sector employers, social service and GBV service providers, and other stakeholders involved in youth employment and skills development.

Stakeholders identified youth unemployment and limited pathways from education and training into employment as major challenges. While vocational training opportunities exist, many young people

reportedly struggle to transition into employment or income-generating activities due to limited local job opportunities, financial constraints, and insufficient support for business start-up and growth. Stakeholders also highlighted gaps in job-matching services, psychosocial support, and accessible financial services for youth.

A recurring concern was the potential exclusion of youth living in peri-urban and surrounding communities if programme eligibility is perceived to be restricted to urban centres. Stakeholders emphasized the need for project design and communications to clearly consider and address geographic inclusion. They also noted that evolving governance arrangements associated with future city status aspirations may influence implementation and coordination arrangements over time.

Discussions highlighted the need to clarify decision-making and reporting relationships across national, provincial, district, and local-level government structures. The absence of a physical planner in Kavieng was identified as a significant capacity gap affecting urban infrastructure planning, while limited provincial fiscal capacity was cited as a constraint for counterpart contributions. Stakeholders identified footpaths, markets, drainage, and seawalls as potential priorities for labour-based urban works.

Stakeholders frequently referenced the recently launched NYDA Youth Engagement Strategy and youth profiling initiative, which aims to collect data on youth aged 15-35. Strong support was expressed for aligning project registration and targeting systems with this initiative to avoid duplication and strengthen coordination. Existing local youth and life skills programmes were also identified as opportunities for collaboration and complementarity.

Consultations with TVET providers highlighted training opportunities across hospitality, tourism, fisheries, agriculture, administration, construction, and trade-related skills. However, stakeholders reported challenges including outdated or non-functional equipment, limited practical training resources, inadequate accommodation and transport arrangements, and weak linkages between training institutions and employers. Site visits also identified safety and infrastructure concerns that warrant further assessment during project preparation.

Inclusion considerations were also raised. Stakeholders noted the participation of students with disabilities, including those with visual and hearing impairments, demonstrating demand for more inclusive training opportunities. At the same time, construction, mechanical, and machinery-related courses were reported to be predominantly attended by male students, highlighting the need to encourage broader participation by young women and other underrepresented groups.

Stakeholders emphasized the importance of aligning training programmes with local labour market demand and strengthening employer partnerships to support internships, apprenticeships, and job placement opportunities. GBV service providers confirmed the existence of referral pathways and case management services, although coordination and resourcing could be strengthened.

Alotau (September 2026)

Consultations were undertaken with provincial, district, and local-level government representatives, youth leaders, TVET providers, private sector employers, community representatives, and ward councillors.

Stakeholders identified a substantial pipeline of infrastructure priorities that could generate youth employment through labour-intensive works. Commonly cited priorities included market facilities, footpaths, bus stops, public spaces, sporting facilities, waterfront improvements, and tourism-related infrastructure. Stakeholders also suggested considering opportunities beyond Alotau town, including East Cape, Hagita, and Rabaraba, subject to project scope and resource availability.

The dispersed geography of Milne Bay, with large populations residing outside urban areas, was identified as a significant challenge for programme outreach and service delivery. Consistent with feedback received in Kavieng, stakeholders expressed concern that an exclusively urban focus may unintentionally exclude youth in peri-urban and surrounding communities facing similar employment and skills development constraints. Stakeholders emphasized the importance of equitable access for vulnerable youth regardless of location. Evolving governance arrangements, including district restructuring and longer-term city status aspirations, were also noted as considerations for implementation planning.

Stakeholders strongly supported the NYDA Youth Engagement Strategy and youth profiling initiative as an important mechanism for strengthening youth targeting and engagement. Participants emphasized the importance of aligning any project registration processes with the emerging system and highlighted funding constraints that currently limit youth outreach and data collection activities at community level.

Youth participants consistently highlighted the lack of employment opportunities following secondary education and vocational training. Many reported difficulties accessing employment despite holding qualifications and identified limited access to business development support, start-up financing, mentoring, and employment services. Financial barriers, including transport costs and the expense of accessing training opportunities, were also cited as significant constraints. Youth groups reported strong interest in engaging in productive economic activities but noted limited institutional support.

Additional barriers affecting participation included distance to training locations, as well as family responsibilities, early pregnancy, and other social pressures.

Consultations with TVET providers highlighted opportunities to strengthen skills development pathways while also identifying sector challenges, including outdated equipment, inadequate infrastructure, insufficient practical learning resources, and limited employer engagement. Site visits identified safety and facility issues that warrant further assessment during project preparation. Planned investments in technical education, including the proposed conversion of Tawala High School into a Technical High School, were viewed as potential opportunities to expand access to vocational training.

Stakeholders identified several institutional and implementation challenges, including provincial dependence for technical planning support, customary land disputes affecting infrastructure delivery, and the environmental sensitivity of some potential works locations, including mangroves, coastal wetlands, and culturally significant sites.

Madang (September 2026)

The stakeholder consultations conducted in Madang involved representatives from public and private sectors as well as civil society organisations. This includes Madang Provincial Administration, Madang District Administration, Madang Urban Local Level Government (MLLG), Ambenob Local Level Government (ALLG), Technical Vocational and Education Training (TVET), youth representative and Globe Cannery. Field visits were undertaken to assess prospective Urban Works and Services activities, skills-development partnerships, internship opportunities, enterprise pathways and institutional readiness. The economic activities in Madang include agriculture, fisheries, forestry, mining, shipping and tourism which present employment opportunities for the youths. Madang Province has hosted non-government organisations including those actively advocating for good environmental and natural resource management practices, thus there is availability of potential E&S capacity.

Madang Urban Local Level Government is comprised of 10 wards while Ambenob LLG comprises 23 wards. Three wards of the Ambenob LLG share the boundary with the Madang Local Level Government resulting in growth of illegal settlements on customary lands with activities encroaching into the urban areas. In addition to the growing number of unemployed youths in Madang, concerns were raised on the increasing challenges of law-and-order issues related to drugs and alcohol abuse, conflicts within and between urban and rural communities.

The participants highlighted the limited resources and capacity of the public sector, which will limit efficient and effective oversight on compliance with the project's environment and social risk management requirements. With the handful of industries, further E&S training will be beneficial for potential contractors. Aside from the educational establishments in Madang, the TVET's in the outskirts of town including St. Benedict's TVET provide an opportunity for youths considering further education to meet the jobs requirements of the UYEPIII. These TVETs need signficant improvements to the learning facilities, equipment, and enhanced capacity of staff.

Furthermore, the province has established a Madang Rapid Response Network through WhatsApp to swiftly respond to conflicts, violence and referrals for survivors and complainants requiring immediate response to grievances. This has contributed to an improvement in the conflicts and violence in Madang Province. The GBV SEA/SH services providers in Madang exist however with operational challenges due to limited funding and capacity.

Wabag (October 2026)

A scoping and identification mission was undertaken in Wabag, Enga Province, on 5 and 7 October 2026, led by the DPLGA Deputy Secretary (PSC Co-Chair) with representatives of UYEP II, DNPM and RSDP. A total of 26 participants attended, including the Wabag District Administration, Wabag Urban LLG and sub-district managers, the Enga Provincial Administration (planning, works, community development, finance, lands and disaster management), the Enga Provincial Health Authority, and

commerce and youth representatives. Meetings and field observations covered existing youth services, governance and coordination arrangements, labour demand, prospective Urban Works and Services, training, MSME referral, labour mobility and fiduciary capacity.

Wabag is the provincial capital of Enga Province, with an estimated urban core population of 5,000 to 10,000 that increases significantly during business hours with commuters from surrounding rural wards. The town is administered by the Wabag Urban LLG, which comprises 10 wards that are also considered rural. Community leadership combines formal urban authority with ward councillors and local peace magistrates for decision-making and dispute mediation. DPLGA indicated that Wabag Urban is expected to transition from an urban LLG to a declared City Authority by the time UYEP III commences. Stakeholders highlighted stable provincial leadership and strong provincial ownership as a foundation for implementation.

Unlike many emerging urban centres, Wabag already has provincially funded programmes supporting the reintegration of young people released from prison, youth probation, relationship counselling for young couples, youth MSMEs, labour mobility, and children and young people orphaned by tribal fighting. Stakeholders indicated that the main constraint is financing, technical support and programme scale rather than a lack of delivery structures, and viewed UYEP III as a means to leverage and strengthen these programmes, particularly through soft skills development. The Enga Recruitment Hub, funded by the Enga Provincial Government since around 2018, has mobilised more than 1,000 young people, of whom more than 400 have secured seasonal or longer-term employment in Australia. Noting that employer demand is shifting towards skilled workers, stakeholders proposed that UYEP III include a labour mobility readiness pathway covering work readiness, financial literacy, health screening preparation, documentation, workplace behaviour and placement support.

An estimated 35 to 50 formal and semi-formal employers in retail and wholesale, civil works and trades, hospitality and public institutions were assessed as having the scale and supervision structures to host interns. The new Enga Provincial Hospital was identified as having significant general and specialist staffing gaps, although trainees would require specific training in hygiene and workplace requirements before placement. Stakeholders considered that technical skills are not the primary constraint, citing gaps in work ethic, time management, discipline, communication, financial management and professional behaviour, and recommended that all participants complete intensive work-readiness training before referral to other pathways. Other barriers identified were limited formal employment, weak links between training and jobs, and the absence of job-matching services and structured internships.

The Wabag Urban LLG and Provincial Works identified infrastructure gaps suitable for labour-intensive works, including drainage rehabilitation, footpaths (including along newly sealed roads), market infrastructure, waste management, parks and gardens maintenance, and urban beautification, and confirmed sufficient demand to sustain works over several years. Provincial works are largely limited to maintenance because of budget constraints, and a number of local civil and electrical contractors operate in Wabag.

Table 2: Stakeholder engagement during Project preparation

Name of stakeholder	Number of participants	Key topics discussed
Mount Hagen		
Mount Hagen City Authority (MHCA)	7	Assess interest in UYEP III and institutional readiness, including MHCA staffing, implementation arrangements, city development priorities, engineering oversight and potential labour-intensive urban works. Discuss youth unemployment, migration and settlement pressures, law-and-order and social risks, community-based mobilisation, differentiated targeting, inclusion, transport and safety, and foundational literacy, numeracy and work-readiness training. Scope TVET capacity and upgrading needs; employer demand and structured internships in hospitality, construction, retail, logistics, agribusiness and municipal services; and opportunities for employment referrals, labour-hire support and market-linked microenterprise development.
Western Highlands Provincial Administration and line agencies	7	
Chamber of Commerce	2	
St Joseph's TVET Centre (Rabiamul)	1	
Tega A.O.G TVET Centre	1	
Tininga Ltd	3	
Amek Construction Ltd	1	
Highlander Hotel (Coral Sea Hotel)	1	
Port Moresby		
8 Mile (community)	20	Employment barriers (unfinished education, financial/social constraints, skills & soft-skills gaps, limited jobs, wantok system/nepotism); E&S risks (exclusion of young women & PLWD, GBV/harassment, tensions from trainee intake quotas); inclusion & safety (disability support, worksite distance, transport, family/community support); recommendations (work-ethic/soft-skills training, community leader engagement, SME support, wider marketing of UYEP)
Gabi (community)	14	
Hanuabada (community)	8	
Joyce Bay CMB	10	
Kogeia Carwash	6	
World Bank	1	
Salcon Builders	1	
Soare Point Limited	1	
Marie Stopes PNG	3	
Phoenix Builders	1	
BHC Ltd	1	
PNG Disability Association	1	
Kavieng		
Kavieng Urban LLG and Provincial Government Representatives	16	Gauge interest in UYEP III; assess institutional functionality and implementation capacity; understand urban development priorities and potential labour-intensive public works; discuss governance arrangements and future urban growth plans.
National Youth Development Authority (NYDA) and Youth Development Representatives	3	Understand existing youth programmes, youth profiling and registration initiatives, barriers to youth employment, and opportunities for collaboration and beneficiary targeting.
Youth Leaders and Youth Representatives	8	Understand employment challenges, training needs, barriers to participation, entrepreneurship opportunities, and priority support services for young people.

Name of stakeholder	Number of participants	Key topics discussed
TVET Institutions (St Mary's Vocational Centre and St Joseph Fisowa Technical Training Centre)	8	Assess available courses, enrolment trends, infrastructure and equipment needs, industry linkages, training outcomes, and opportunities for skills development partnerships.
Private Sector Employers and Business Representatives	4	Assess labour market demand, internship and employment opportunities, required skills, and employer willingness to engage in work placements and training pathways.
Financial Service Providers and MSME Support Organizations	2	Understand access to finance, entrepreneurship support services, business development opportunities, and financial inclusion barriers for youth.
Community Development, Child Protection, GBV and Social Service Representatives	2	Assess referral pathways, support services available to vulnerable youth, and social risks affecting participation.
Overseas labour mobility scheme administrators	1	Understanding of the project and potential linkages with the labour mobility scheme.
Alotau		
Provincial, District and Local-Level Government Representatives	18	Gauge interest in UYEP III; assess implementation capacity; understand urban development plans, priority infrastructure investments, and governance considerations relevant to future implementation.
Ward Councillors and Community Representatives	9	Identify community priorities, potential locations for public works, barriers affecting youth participation, and opportunities for community engagement and outreach.
Youth Leaders and Youth Representatives from Alotau and Surrounding LLGs	15	Understand barriers to employment, challenges experienced by participants and jobseekers, aspirations for training and entrepreneurship, and perceptions of existing youth support programmes.
TVET and Education Sector Representatives	2	Assess existing and planned technical and vocational training opportunities, training quality, infrastructure and equipment constraints, and pathways from training to employment.
Private Sector Employers and Business Representatives	3	Assess labour market demand, employment opportunities, internship potential, skills requirements, and opportunities for partnerships with local employers.
Youth Development and Community Development Representatives	3	Discuss youth profiling initiatives, outreach mechanisms, youth data collection systems, and existing support programmes for young people.
Social Service, Child Protection and GBV Service Representatives	1	Assess available referral pathways and support mechanisms for vulnerable youth, including women and other at-risk groups.
Women's Groups and Gender Representatives	1	Discuss gender-specific barriers to youth employment and training participation, including domestic responsibilities, safety concerns, and discriminatory social norms; assess existing women-led initiatives and support structures; and identify opportunities to strengthen inclusion of young women in UYEP III programme design and delivery.
Madang		
World Bank	3	Identified opportunities for UYEP III in agriculture, fisheries, forestry, mining, shipping and tourism, alongside skills-development, internship and enterprise pathways, with St.
UYEPII LCA PMU	2	

Name of stakeholder	Number of participants	Key topics discussed
DOT	1	Benedict's and other TVETs positioned to help youth meet job requirements once their facilities, equipment and staff capacity are improved. Key risks include growth of illegal settlements where Ambenob LLG borders Madang LLG, rising youth unemployment, drug and alcohol-related law-and-order issues, and community conflict, compounded by limited public-sector capacity to oversee E&S compliance and a shortage of E&S-trained contractors; on the positive side, an active NGO presence offers potential E&S capacity, and the province's WhatsApp-based Rapid Response Network has helped improve conflict and violence outcomes, though GBV/SEA/SH service providers remain constrained by limited funding and capacity.
DMPM	1	
Madang Provincial Administration	1	
DFCDR	1	
Madang DDA	6	
Madang Urban LLG	3	
Ambenob LLG	1	
Globe PNG	1	
St Benedict's VTC	5	
Wabag		
Wabag District Administration, Wabag Urban LLG and sub-district managers	9	Gauge interest in UYEP III and institutional readiness; discuss governance arrangements, including the proposed transition of Wabag Urban LLG to a City Authority; identify urban works priorities and ward structures.
Enga Provincial Administration (planning, works, community development, finance, lands and disaster management)	9	Understand existing provincial youth, reintegration, MSME and labour mobility programmes; provincial works budgeting and pipeline; financial management and procurement systems; and land and disaster considerations.
Enga Provincial Health Authority	2	Discuss staffing gaps at the new Enga Provincial Hospital, potential placements subject to hygiene and workplace training, and links to aged-care labour mobility.
Commerce representative	1	Assess labour demand, accessible entry-level roles and employer capacity to host interns.
Youth representative	1	Understand youth employment challenges, work-readiness needs and barriers to participation.
DPLGA, DNPM, RSDP and UYEP II	4	Introduce UYEP III; discuss implementation and coordination arrangements and lessons from UYEP II.

5.4 Lessons from UYEP II

Consultation with UYEP II staff identified challenges experienced in community mobilization and employer engagement that have been considered in the implementation arrangements for UYEP III. Suggestions for improvement for UYEP III are provided in Table 3 and lessons learnt from these consultations have informed the design of UYEP III.

Table 3: Stakeholder engagement challenges and lessons learnt in phase 2

Challenges/Lessons learnt	Suggestion for Phase 3	Action
NCD Community mobilizers were recommended by NCDC and district offices. There was no proper screening which resulted in: a) mobilisers with political affiliations who were biased toward recruiting youth from the same political party or ethnic group, causing complaints at screening sites from other interested youth; (b) some mobilisers with low literacy levels who could not fully understand key project concepts; and (c) unverified reports of mobilisers receiving bribes.	Positions to be advertised and follow procurement procedures. LCA PMU nomination and appointment process for community mobilisers experienced limited issues under UYEP II. It is recommended that this practice be maintained in UYEP III and considered for adoption in other centres, considering the ethnic composition of city and sub-project communities.	This has been included in this SEP and will be reflected in Project Operation Manual (POM)
The budget for stakeholder engagement was insufficient.	Community engagement budget to include transportation cost, allowances, and light refreshments for committee meetings or field trips.	This is included in the budget provided in the ESMF.
Assessment and evaluation of potential employers needs to be conducted prior to the on-boarding of employers.	Internship teams to develop selection criteria and ensure due diligence checks of potential employee partners	This has been included in this SEP activities and needs to be reflected in ESMF.
Support and partnerships from other partners/sectors on safeguards aspects would be useful.	Partner with GBV support service providers to conduct awareness to trainees and capacity building of ES staff/GRM Committee on Survivor - centred management, empathic and non-judgement listening	Consider partnership with GBV Support service providers. This has been included in GBV SEA/SH Response and Action Plan
Insufficient number of enumerators relative to the number of trainees to be screened and registered, causing the screening and registration process to take longer than planned.	Maintain 3-day timeframe for screening/registration process.	Engage required number of enumerators to match intake numbers for duration of 3 days.
BSP Team scheduling for bank account opening for the trainees – Trainees queued to open bank accounts for extended periods. In Lae, queued as early as before 6am to be served	PMU/PIU to arrange with BSP for scheduling of trainees	Each PMU/PIU
Absence of insurance cover for trainees	Include in Phase 3	WB & PCU to consider and include in budget

5.5 Summary of Engagement during Project Implementation

The Stakeholder Engagement Plan outlines proposed engagement process and methods, including sequencing, topics of consultations, target stakeholders and modes of information disclosure and engagement during the overall project cycle (see Table 4).

A Media and Communication Plan detailing the communications strategy for engagement with all stakeholders will be developed early in project implementation and updated annually. The plan will include:

- Target audience
- Modes of communication
- Roles and Responsibilities for Preparing communications material, delivering engagements; managing stakeholders relationships and record keeping
- Process for endorsement and sign off of communication materials to ensure consistent messaging
- Detailed schedule for engagement activities

Table 4: Indicative stakeholder engagement and disclosure summary

Topic of consultation / message	Method/s used	Target stakeholders	Responsibilities	Frequency /Timeline
Project Appraisal Phase				
Stakeholder meetings -Consultations and meetings with line agency stakeholders, other development partners and NGOs	Face to face meetings	Provincial Government, City Authorities, Town Authorities, Chamber of Commerce, TVET Institutions, Churches, Youth Group, NGO	PCU	
Preparation of draft ESMF Report - Public circulation of ESMF & ESMF to stakeholders	Disclosure on WB and DPLGA website	All	DPLGA and WB	
WB Board approval of project	Official commencement of UYEPII notified in newspapers and on radio (start-up of mobilization)	World Bank	WB; PCU; Media & Communications Specialist (MCS)	Once when UYEP III officially approve before commencement of the project
MoU's signed with Implementing Agencies & Partners	Face to Face meeting MoU	Various urban centre authorities/implementing Agencies. NCDC, LCA, MHCA, KCA	WB/DPLGA/PMU/PIU	Commencement of the project
Consultation related to the social conflict analysis in each area	Interviews,	City authority and provincial administration officials, ward councillors, settlement leaders, customary landowning group leaders, church leaders, police, village court magistrates, women's organisations, youth organisations, disability organisations, NGOs and employers.	PCU; PMU/PIU; E&S Team	On entry to each participating urban centre and updated at least annually and or after any significant incident.
Broad dissemination of project information	Presentation and Information pack	Key stakeholders and community leaders in locations where the project will be implemented.	DPLGA/PMU/PIU /Implementing agency in different provinces	Commencement of the project
Implementation Phase				
Component 1: Skills Training and Work Placement				

Topic of consultation / message	Method/s used	Target stakeholders	Responsibilities	Frequency /Timeline
Meeting with Implementation agency for the initial plans and activities Subcomponent 1a Youth awareness and community mobilization	Face-to-face meetings Email	Implementing agency	PMU/PIU Community Engagement & Survey Coordinator	Commencement of the project
Initial community/stakeholder Consultation. Information gathering session on of existing leaders. Formation of Community Operations Committee	Face -to – Face meetings,	Community /NGO/women /youth groups leaders. Ward councillors	PMU/PIU Community Engagement & Survey Coordinator	Commencement of the project
Recruitment of community mobiliser in the project areas. Selection done by the community Operations Committee	Advertisement in Newspaper. Social Media platforms	Individuals (male and female) in various wards/zones within UYEPIII project sites in various urban centres	PMU/PIU Community Engagement & Mobilization coordinator and Procurement	Ongoing through the life of project when project
Communication and community awareness campaign	Participatory workshop Face to face meetings	Community mobilizers Youth Local ward communities	PMU/PIU Community Engagement & Survey coordinator	Prior to commencement of every new batch of trainees
Assessment and Engagement of Data Enumerators	Face to Face meetings, Emails	Digicel, or entities involved with data collection	PMU/PIU Comm & Survey Coordinator	Start of project and continuous engagement as required
Conducting of youth base line survey from certain intakes of trainees (Control) and treatment groups	Survey interview by phone Face to face meetings	Youths	Data enumeratorsPMU/PIU Comm Engagement & survey coordinator Monitoring and Evaluation officer	Start of project
Assessment and selection of BEST Venue hire + lunch providers at various wards	Face-to- face meeting	Service providers	BEST Coordinator/team	Ongoing through the life of project
Assessment and engagement of potential skills partners (employee partners and TVET Institutions)	Face to face meetings /discussions, Email	Employers partners (Private Sector + govt departments) TVET Institutions	Internship + PMU/PIU E&S Team	Commencement of project and as required
Subproject Selection and Proposal Preparation				
Subproject identification	Face to face meeting, Development plans, Site visitation	City Authorities, participating LLG, Ward Councillors/community leaders	PMU/PIU-UWS and E&S Team	Prior to implementation of the subproject.

Topic of consultation / message	Method/s used	Target stakeholders	Responsibilities	Frequency /Timeline
Engagement related to completion of the E&S screening form and land access.	Face to Face meeting Site visitation	City Authorities, Town Authorities, Churches, local communities in subproject locations, NGO	PMU/PIU- UWS and E&S officers,	Prior to implementation of the subproject. Ongoing through the life of project
Engagement related to procurement	Email, Newspaper, procurement network	Potential contractors and suppliers	PMU/PIU Procurement officer, UWS team,	Ongoing through the life of project
Feedback to all contractors regarding outcome of their proposals/ bids	Face-to-face meetings UYEP III Website	Potential contractors	PMU/PIU Procurement officer	Ongoing through the life of project
Conducting awareness in communities prior to executing UWS work activities. (Project GRM, Project timing, potential E&S risks/impacts and mitigation measures, etc.)	Face-to-face meetings Community notice board	Various community members Business houses Residence	Ward Representative UWS subproject contractor + UWS Team lead/ Social Safeguard	Prior commencement of new subprojects
Component 2: Referral and Support Services				
Assessment and referral of trainees to potential skills partners (employee partners and TVET Institutions)	Face to face meetings /discussions, Email	Employers' partners (Private Sector + govt departments) TVET Institutions	Referral officer/PMU/PIU E&S	Ongoing through the life of project
Component 3: Labour Market Information Systems (LMIS) and M&E				
Assessment and engagement with recruitment agencies	Face-to-face meetings/discussions Email	Recruitment agencies	Referral Coordinator	Commencement of project and as required
Follow up surveys in Mid and completion of project set of surveys designed to evaluate the achievement of project outcomes and impacts, including the value and effects of individual interventions.	Survey interview by phone Face to face meetings	Youths	Data enumeratorsPMU/PIU Comm & Mobilization coordinator Monitoring and Evaluation officer	Mid way of project + completion of project
Community Perception and Employer surveys undertaken at the project's mid-term and completion	Survey interview by phone Face to face meetings	Community members + Internship employers' partners	Data enumerators+ Ward Representatives PMU/PIU Comm & Mobilization coordinator Monitoring and Evaluation officer	Mid way of project + completion of project

Topic of consultation / message	Method/s used	Target stakeholders	Responsibilities	Frequency /Timeline
Post-activity/works updates to communities and stakeholders	Print collateral (newspaper brochures, poster), social media, Website,	All stakeholders	PMU/PIU communications focal point	Ongoing through the life of project
Benefit monitoring and post-evaluation	Survey interview by phone Face to face meetings	Community members + Internship employers' partners	Data enumerators PMU/PIU Comm & Mobilization coordinator Monitoring and Evaluation officer	Ongoing through the life of project
General - throughout implementation phase				
Compliance monitoring and evaluation	Visit sites, Face-to-face meetings (Presentation + Reports), Virtual meetings	World Bank + various Government Departments	PMU/PIU, UYEP III Team leads/coordinators	Periodic inspection and semi-annual reporting
Meetings as required to resolve grievances and complaints	Face to face meetings	All stakeholders	Grievance Redress Committee Social safeguard	When required
Employer focused storytelling	Round table with key partners	Key partners Employer partners	Media+ Communications specialist & (Skill Training Coordinator)	Annually
Stakeholders Appreciation event	Special events - Employer lunch event Presentation + Trainees Testimonials Video	All stakeholders	PMU/PIU communications focal point and team leaders	Annually
Key project updates	Website (UYEP III) Social media	All stakeholders	PMU/PIU	Ongoing through the life of project
Continuing update and awareness of UYEP III Progress and achievements	Print collateral (newspaper brochures, poster), social media, Website	All stakeholders	PMU/PIU communications focal point	Ongoing through the life of project
Disclosure				
Prior to implementation: disclosure of final E&S management documents (SEP, ESMF, LMP)	Websites DPLGA	All stakeholders	WB and UYEP III	
Prior to construction: disclosure of subproject specific E&S tools (e.g., Environmental and Social Management Plans)	Websites (DPLGA)	All stakeholders	WB and UYEP III	

5.6 Stakeholder Engagement Channels and Tools

This section describes the engagement methods, material, language, and record keeping that will be used by the project. Information on considerations for vulnerable people is also provided.

5.6.1 Engagement Channels

A variety of channels will be used by UYEP III to ensure meaningful engagement with stakeholders. Further details will be provided in the Communications Plan; however, channels may include those listed in Table 5.

Table 5: List of potential engagement channels

Engagement Methods	Purpose of Methods
Face to face meetings	These will mainly be meetings with targeted individuals and small groups
Community notice boards	For providing broad information to community groups
Training workshops	Community Mobilizer informed of critical information about the project, role and responsibilities, communication and campaign strategies and expected code of conduct.
Project brochures/posters	Raising awareness among communities and service providers on project strategic objectives and operations.
Newsletter	To promote fairness and equality through regular updates on project achievements.
Focus group discussions	such meetings will mainly be with community groups including consultations with women, youth, and other stakeholders to ensure their views are heard. These meetings are key to ensure a wide range of community members participate in the selection of ward development priorities. Raising awareness among communities and service providers on project strategic objectives and operations. As well as obtaining feedback.
Reports	Providing detailed information about the project and its progress.
Newspaper	Notification to general public work sites and/or potential disruptions of traffic flow. Wider publicity and to raise awareness of issues that are relevant to Project's objectives.
Press release/feature stories	Wider publicity and to raise more awareness of issues that are relevant to Project's objectives and legitimacy
Committee meetings	Includes Steering committee meetings, community consultation committee meetings
Social media (FB, IG, TikTok, LinkedIn)	Campaigns, reels, and live Q&A trainee testimonials will be used for youth/public engagement and awareness.
Media Q & A	Maintain strong public awareness and support
Email/telephone	Communications and discuss issues.
Special events – Employer luncheon / Graduations	Thanking Internship employer partners and provide a pathway for other organisation to come on board.
Site Visits	Periodic compliance checks on the project.
Virtual meetings	Such meetings will be undertaken with individuals or small groups where face-to-face meetings are not required (and to save costs).
Television	Providing broad information to wider stakeholders.

Engagement Methods	Purpose of Methods
Website	Disclosure of project documents, program details, studies and updates on project progress and outcomes for Credibility and information.

5.6.2 Communication Materials

Various communication materials will be used to engage with stakeholders, depending on the type and stakeholder purpose of the engagement. Illiteracy levels of target stakeholders will be considered when using written materials. Materials include:

- Presentations (printed and electronic) for virtual and face-to-face meetings.
- Brochures and fact sheets – for handouts to the community.
- Technical drawing – For subproject design
- Environmental and Social Assessment
- Posters / notices - for displaying on community noticeboards.
- Reports – for providing detailed information about the project and its progress.
- Memorandum of Understanding
- Social media and short video

5.6.3 Language

Meetings will be carried out in English, Tok Pisin, Motu and/or Tok Ples, depending on the situation and stakeholder's preferences. Translators will be used where required, noting that other community members are generally happy to assist in translating into Tok Ples during community discussions.

Detailed reports will be prepared in English. Materials that target community stakeholders (e.g., summary reports, brochures and posters/notices) will be culturally appropriate and prepared in the most suitable language for the target audience.

5.6.4 Record Keeping

Each engagement will be recorded by the facilitator (or delegate) and include the following information:

- Date and location
- Topic(s) of discussion.
- Information provided.
- Views expressed and concerns raised.
- Next steps.
- Attendee list (disaggregated by gender).

Community meetings and subproject stakeholder consultation will use the Community Consultation and Participation Form and Community Meeting Minutes.

These records will be maintained in a secure and confidential manner by the facilitator and shared with the PMU/PIU upon request.

5.6.5 Proposed Strategy to Incorporate the Views of Vulnerable Groups

The project will seek the views of women, people with disabilities and other vulnerable groups through a range of methods including the use of multiple media to disseminate information and ensuring communication and community awareness campaign teams include women in each team. Participants who are vulnerable will be provided with additional support when completing forms or participating in group tasks. Small focus groups, youth circles, or household visits will be used for those who are uncomfortable in larger group settings. Messaging will actively encourage vulnerable groups to take part in community outreach events. Female participation will be monitored throughout project implementation. Where participation falls below expectations, or where unforeseen barriers to women's engagement are identified, the project will assess the underlying causes and implement appropriate corrective measures to promote equitable participation.

The following measures will be taken to remove obstacles to full participation and access to information:

- Hold events in safe, accessible, and nearby locations so that women, girls, and youth can attend without transport barriers.
- Schedule meetings at times suitable for youth, caregivers, and women.
- Have women-only sessions

Use simple language, visual aids, and translation into local languages.

5.6.6 Strategies for Information Disclosure

The Project will disclose project information to allow stakeholders to understand the risks, impacts, and potential opportunities associated with UYEP III subprojects. The Project will provide stakeholders with access to the following minimum information as early as possible and within a timeframe that enables meaningful consultations:

1. The purpose, nature, and scale of the project;
2. The duration of proposed project activities;
3. Potential risks and impacts of the project, and the proposals for mitigating these risks and impacts, highlighting potential risks and impacts that might disproportionately affect vulnerable and disadvantaged groups, and describing the differentiated measures taken to avoid and minimize these;
4. The proposed stakeholder engagement process highlighting the ways in which stakeholders can participate;
5. The time and venue of consultation meetings, and the process by which meetings will be notified, summarized, and reported; and
6. The process and means by which grievances can be raised and will be addressed.

The UYEP III website will be used to disclosure Project documents to ensure timely disclosure of relevant information about the project, including on environmental and social performance. In addition to the disclosure documents, project brochures and updates will be posted. The website will provide details of the Grievance Redress Mechanism and relevant contact details. The website will be updated and maintained regularly.

Other opportunities for information disclosure and dissemination will be utilized as well, which may include consultation platforms, working groups, workshops, seminars, conferences, focus groups, etc.

The final draft of the environmental and social management documents (SEP, ESMF, ESCP) will be made available by UYEP III to key stakeholders for review and comment prior to the documents being finalized and disclosed on the UYEP III and WB websites. Key subproject specific documents (such as ESMPs, where required) will be disclosed on the UYEP III website prior to commencement of works. Other key documents (e.g., GRM) will also be disclosed in person to potentially affected parties through face-to-face meetings and on community noticeboards.

6 Grievance Mechanism

The project's Grievance Redress Mechanism (GRM) will provide a means by which individuals, communities, and other stakeholders engaged by UYEP III or affected by the project activities are allowed to rise not only grievances but also queries, suggestions, positive feedback and concerns regarding environmental and social performance of the project and receive timely responses. UYEP III Guidelines on Grievance Redress Mechanism outlines in detail the procedures and relevant forms to use and should be referred to.

Each stakeholder has the right to raise their concerns and to seek satisfactory acknowledgement and resolution of their grievances. Stakeholders will be informed of the Project GRM through community meetings, the Project website, printed material, and community mobilizers. There is a potential for grievances or issues being local disputes that are unrelated to the project or its activities or constitute illegitimate claims. In such cases, these grievances/issues will need to be resolved by disputing parties rather than through the Project GRM.

6.1 Scope

The guideline for GRM applies to all staff, trainees, and contractors employed under UYEP III and to communities affected by project activities and other stakeholders.

The GRM will address grievances related to the implementation of UYEP III. Additionally, the GRM will receive feedback, comments, or suggestions from stakeholders that, while not complaints, may provide useful information to improve project implementation, processes, and stakeholder engagement. A flow chart of the Grievance Redress Mechanism processes is included in **Annex 1**.

This GRM handles grievances from community members, participants, and other stakeholders about the Project. The worker grievance mechanism in the Labour Management Procedure (annexed

to the ESMF) will handle grievances from project workers about their own employment — terms, pay, safety, treatment by a supervisor. A participant on an Urban Works and Services placement may use either grievance process.

6.2 Types of Grievances

The types of grievances (complaints) that may be raised to UYEP III include:

- Inquiries and feedback about the project - stakeholders' comments, views and suggestions relating to UYEP III
- Complaints related to agreed project procedure:
- About work - Social and environment impacts (including payment, type of work, problems with contractors, conflict among fellow trainees, environmental damage, occupational health and safety concerns and Gender Based Violence (Sexual Exploitation and Abuse - Sexual harassment).
- About project Design - Screening, Targeting and Selection, Training, Project goals
- Corruption - Fraud, Collusion, Theft, Misappropriation
- Complaints on SEA/SH experienced by any individual associated with UYEP III

The UYEP III GRM in dealing with SEA/SH is limited to:

1. Refer any survivor who has filed a complaint to relevant GBV service providers;
2. Assess whether the allegation falls within the World Bank definition of SEA/SH;
3. Noting whether the complainant alleges the grievance was perpetrated by an individual associated with UYEP III; and
4. Recommend and/or impose disciplinary measures outlined in the UYEP III Code of Conduct which is an annex in the employment contract or trainee Letter of Engagement.

6.3 Grievance Redress Mechanism Committee (GRMC)

Each PMU/PIU will form a Grievance Redress Mechanism Committee (GRMC) to provide oversight for the grievance process, including:

- Review and resolving of grievances;
- Review of treads of grievances (including the time frames for resolution); and
- Identify opportunities for improvement and referral of action items.

The Grievance Redress Mechanism Committee (GRMC) will be comprised of six members of the PMU or PIU staff. A seventh member of the committee is an observer from a section in the project on a rotational basis in each meeting.

6.4 Roles of the GRMC

The roles of the GRMC are to:

- Implement this GRM in a professional manner, ensuring compliance with confidentiality and privacy obligations, and fairness to the trainee, employee or anyone associated with UYEP II;
- Investigate allegations of misconduct and to advise on appropriate action
- Committee members must disclose any conflict of interest in relation to the complaint and must exclude themselves from any involvement in the matter.
- Support the GRM focal point to investigate and manage the grievance process. The GRM focal point will be the primary point for communication for the Subject and the complainant with the Committee during the processes set out in this guideline;
- Maintain a register of all matters related to a grievance that are assessed and whether an investigation was instituted. The register must record the following: (a) Details of the complaint received; (b) Name and details of complainant and subject; (c) Name of any Committee member who was excluded from involvement in the matter due to conflict of interest; and (d) Record the outcome of the matter

6.5 Lodging of Feedback, Grievances and Incidents

Individuals, participating in the project and other stakeholders engaged by the UYEP III or affected by the project activities to raise grievances to project related matters, report incidents and give feedback or suggestion on the project's performance during its implementation.

There are various forms that the complainant would need to complete and handed to the project for the issues to be official and handled by relevant project staff and to be actioned. All complaints received by the project will be logged in UYEP III Feedback, Grievance and Incident Register either by the project Administrator and/or the GRM Focal Point. The forms include:

- **UYEP III Feedback Form.** This form will be used to record general Inquiry, feedback and/or even suggestions either positive or negative regarding the implementation of the project. This could include questions or comments about any component of the project. This form cannot be used to raise a complaint.
- **UYEP III Grievance Redress Mechanism Form.** All work-related issues, for example - stipends, lunches conflict among trainees/staff, Project processes, Project Design and/or Corruption related complaints.
- **UYEP III SEA/SH Grievance Form.** Complaints of a sexual nature will use this form. Examples of complaints could include verbal or physical conduct of a sexual nature, request for sexual favours or exploitation of vulnerable position of power or trust for sexual purpose.
- **UYEP III Incident Reporting Form.** This form should be used to report OHS injuries, property damage, environmental incidents, or social incidents like misconduct, GBV cases where the perpetrator is not project related.

6.6 Grievance Redress Process

The process for managing grievances will be based on that used during UYEPII and is shown in Figure 1 (general grievances) and Figure 2 (grievances related to SEA/SH).

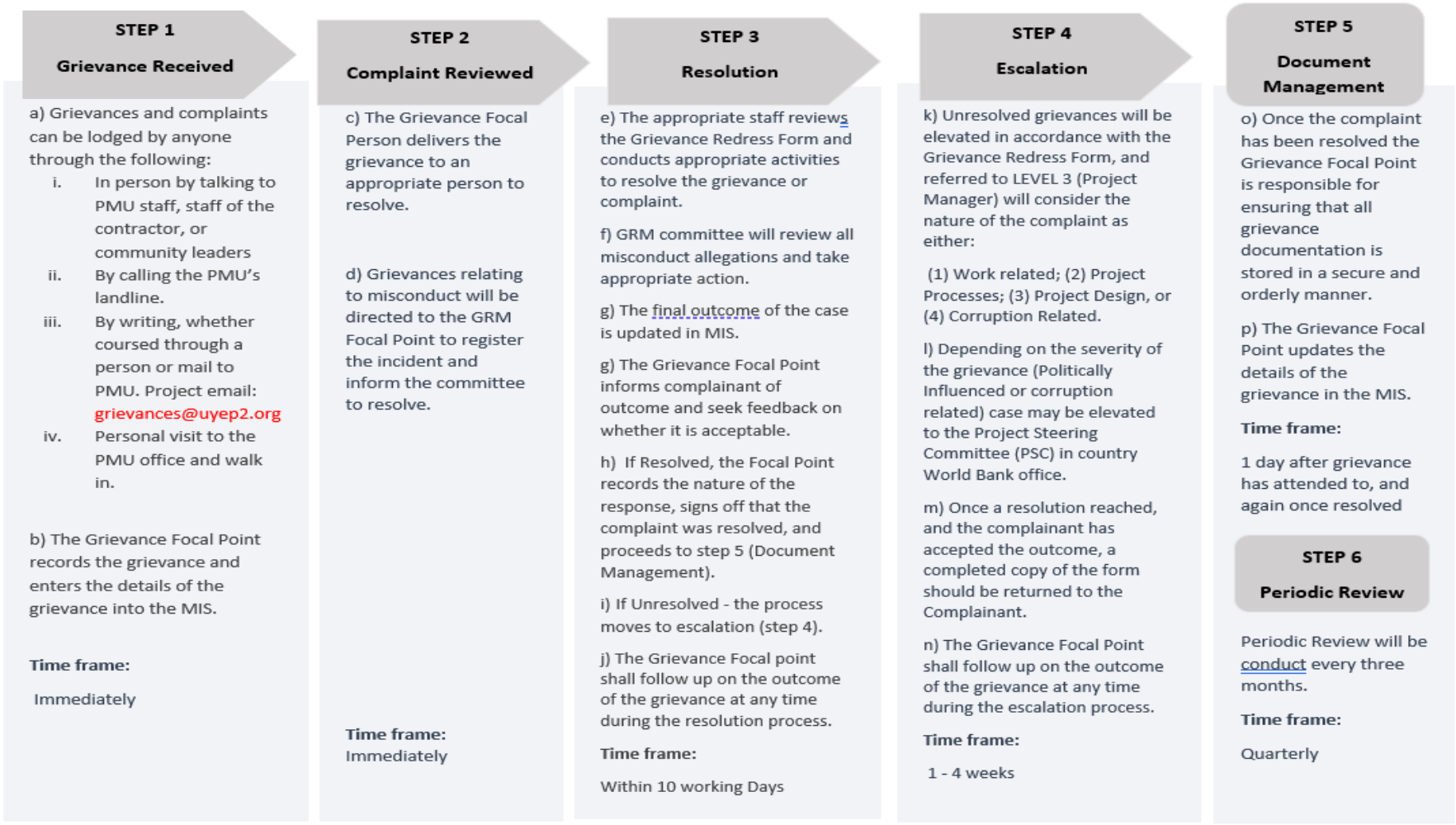

Figure 1: Process for managing a general grievance

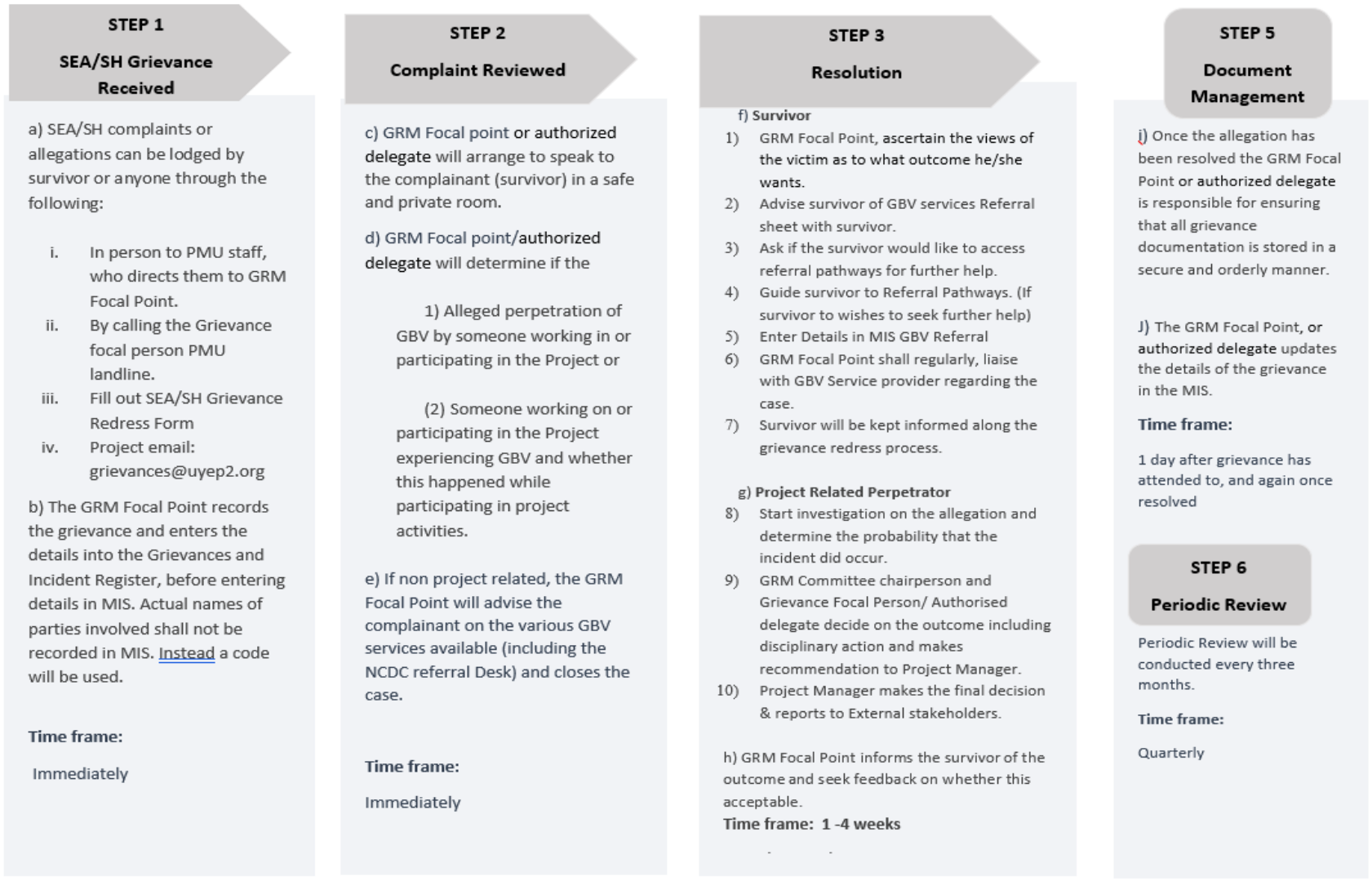

Figure 2: Process for managing a SEA/SH grievance

7 Resources and Responsibility for Implementation

7.1 Roles and Responsibilities

The owner of this SEP is the PCU. The PCU Environmental and Social and Inclusion Specialist and the PCU Communications Officer will lead its implementation at national level, with the PMU/PIU Environmental and Social Risk Management Officer in each centre leading implementation at urban centre level. The key parties involved in the stakeholder engagement process and their responsibilities are provided in Table 6.

Table 6: Role and responsibilities for Implementation of Stakeholder engagement

Roles	Responsibilities
Program Coordination Manager	Serve as the World Bank's main counterpart for the project's performance and reporting. Serves as UYEP III Official spokesperson and representative at national level. Reports to the Departments of Treasury, National Planning and Monitoring. Provincial and Local Level Government as well as the National Youth Development Authority on the project's progress and other strategic issues
Project Manager	Ensure the Project is implemented following World Bank fiduciary, environmental, and social safeguards guidelines and procedures. Manage all daily management tasks for the PMU, including management and oversight of UYEP II activities in NCD, human resources, planning, contracts, finance, procurement, communication, reporting, and monitoring and evaluation.
Project Steering Committee (PSC)	Coordination between government departments, institutions, and other stakeholders. The PSC is an executive governance body overseeing the Project.
Component coordinators	Will be responsible for engagements activities in relation to their operations requirements
Community engagement and survey coordinator	Ensure that community mobilizers are adequately trained and skilled and supervised to effectively discharge their responsibilities. Secretariat of CEAC+ operating committee. Train enumerators in the administration of survey instruments. Supervision of enumerators during the conduct of impact evaluation and eligibility screening Surveys Co-ordinate the Employer Survey work plan in close consultation with the Skills Development Team Leader (NCD) and Skills Development Co-ordinator (LCA) with technical direction provided by World Bank experts
Community mobilizers	Conduct community awareness and mobilizing of youth in their respective wards. Provide information about the spread and size of his/her Ward, list of organisations, church councillor, youth and women leaders including other influential individuals residing in their Wards/communities. Verified grievances/queries reported and resolved.
Community representative	Liaison for project and community Regularly update their community on project and provide feedback to project Assist UWS/BEST teams with community engagement activities
PCU Communications Officer	Plan and implement the SEP

Roles	Responsibilities
	Prepare and implement the Communication plan Prepare consultation packages (brochures, posters, etc.) Ensuring dissemination of UYEP information and material to all key UYEP stakeholders to ensure their inputs and contributions are adequate
PCU Environmental and Social and Inclusion Specialist	Prepare and implement the SEP Undertake consultation related to E&S management. Coordinate the implementation of the project's GRM by ensuring timely resolution of project-related grievances. Coordinate the SEA/SH grievance pathway, which is survivor-centred and handled separately from the general GRM under the SEA/SH Action Plan (ESMF Annex 5). Monitoring and reporting on Environmental and social performance to the project team and the WB
PMU/PIU Environmental and Social Risk Management Officer (one in each participating centre)	Lead implementation of E&S measures in the centre. Undertake consultation related to E&S management. Operating and maintaining grievance register and GRM Channels at their centres.
GRM committee	Provide oversight for the grievance process, including: • Review and resolving of grievances; • Review of treads of grievances (including the time frames for resolution); and • Identify opportunities for improvement and referral of action items.

7.2 Monitoring and Reporting

The SEP will be monitored based on both qualitative reporting (based on progress reports) and quantitative reporting linked to results indicators on stakeholder engagement and grievance performance.

SEP reporting will include the following:

- Progress reporting on the ESS10 Stakeholder Engagement commitments under the Environmental and Social Commitment Plan (ESCP)
- Cumulative qualitative reporting on the feedback received during SEP activities, in particular
    - issues that have been raised that can be addressed through changes in project scope and design, and reflected in the basic documentation such as the Project Appraisal Document, Environmental and Social Assessment or SEA/SH Action Plan, if needed;
    - issues that have been raised and can be addressed during project implementation;
    - issues that have been raised that are beyond the scope of the project and are better addressed through alternative projects, programs or initiatives; and
    - issues that cannot be addressed by the project due to technical, jurisdictional, or cost-associated reasons. Minutes of meetings summarizing the views of the attendees can also be annexed to the monitoring reports.
- Quantitative reporting, such as:
    - number of engagement activities held, by centre, stakeholder group and method;

- number of participants at engagement activities, disaggregated by sex, age and disability;
- proportion of engagement activities with a completed record on file;
- number of grievances received, resolved and outstanding, by category and by centre;
- proportion of grievances acknowledged within five working days and resolved within twenty working days;
- proportion of grievances where the complainant is satisfied with the outcome, where they can be contacted;

7.3 Budget

The budget for implementing the SEP is incorporated into the overall budget prepared for environmental and social risk management, detailed in the ESMF. This includes budget for personnel costs, communications (e.g., GRM toll-free number, website, venue hire, etc.) and travel costs.

Annex 1: Grievance Redress Mechanism Flow Chart (NDC Example)

