

**ENVIRONMENTAL AND SOCIAL MANAGEMENT
FRAMEWORK (ESMF)**



**COVID-19 RESPONSE, RECOVERY AND RESILIENCE IN EDUCATION PROJECT
(RRREP-World Bank)**

Draft

January, 2022

ABBREVIATIONS AND ACRONYMS

AEPAM	Academy of Educational Planning and Management
ASER	Annual Status of Education Report
RRREP	Response, Recovery, Resilience Project
CPD	Continuous Professional Development
DEOs	District Education Officers
DRR	Disaster Risk Reduction
EMIS	Education Management Information System
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Monitoring Plan
GBV	Gender-Based Violence
GoP	Government of Pakistan
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
HM	Headmaster/Mistress
IPEMC	Inter-Provincial Education Ministerial Conference
IPF	Investment Project Financing
IVR	Interactive Voice Response
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoFEPT	Ministry of Federal Education and Professional Training
MoU	Memorandum of Understanding
NEEP	National Equitable Education Project
NEDPG	National Education Development Partners Group
NGOs	Non-Governmental Organization
OOSC	Out of School Children
PAD	Project Appraisal Document
PCU	Project Coordination Unit
PDMA	Provincial Disaster Management Authority
PPPs	Public Private Partnerships
PREP	the Pandemic Response Effectiveness in Pakistan
PSEAH	Protection Against Sexual Exploitation, Abuse and Harassment
PSLM	Pakistan Social and Living Standards Measurement Survey
RDP	Resource Development Plan
RRREP	The Response, Recovery, and Resilience in Education Project
SEP	Stakeholder Engagement Plan
SLO	Student Learning Outcomes
TEOs	Taluka Education Officers
UC	Union Council
UNICEF	United Nations Children's Fund
WB	World Bank

Contents	
Executive Summary	4
Environmental and Social Baseline	6
Introduction	10
Project Background	10
Project Proponents.....	11
Project Beneficiaries	11
Need For ESMF:	11
ESMF Objectives.....	12
Structure of the Report:	12
Regulatory Framework	12
World Bank Environmental and Social Standards	17
Project Description	22
Stakeholder Engagement and Information Disclosure	39
Social and Environmental Impact and Mitigation	48
Environmental and Social Management and Monitoring Plan.....	58
Environmental and Social Screening Plans, Procedures, and Checklists ...	67
Institutional Arrangement:	70
Grievance Redress Mechanism.....	74
ESMF Implementation Budget.....	79

Executive Summary

Project Background

Due to the current pandemic, over 50.0 million¹ school going children have been impacted as a result of state-mandated school closures that were put in place to ensure the health and safety of students and teachers. As of 11th October 2021, schools all over Pakistan have reopened², however, challenges pertaining to safety, hygiene, access and re-enrolment of certain segments still prevail.

Initially, to mitigate the impact of school closures in Pakistan, public and private education institutions developed an alternative system that ensured education service delivery and learning continuity through adopting distance learning methods. However, a significant percentage of students from rural areas (public and private sectors), and low-cost schools in urban area were not initially able to meet the demand of online education (IT literacy, access to internet and hardware within and outside) and this issue of accessibility and affordability will continue to be a challenge even now when schools have reopened.

Hence, this project, a World Bank initiative, is aligned with the aims of the government of Pakistan to address the impacts of Covid-19 on the education landscape. The package comprises of a three-phase COVID-19 Response, Recovery and Resilience mechanism in Education Project (RRREP), with an underlying purpose to strengthen the federal and provincial educational coordination mechanisms, a sustained and equitable conversion to nascent modes of distance learning involving access to e-learning tools throughout the country. Additionally, as the Covid-19 pandemic is still a reality, this project aims to support the continuation of education efforts during the pandemic.

Project Components

Component 1: Response

Component 1 of the project will focus on emergency response activities to ensure education continuity. This will involve:

- *Subcomponent 1.1:* The expansion of distance learning content and development and dissemination (via radio, print media, social media, mobile applications, and others) of additional content for primary grades. It will also involve the distribution of tablets, connectivity devices, reading materials, home-based assignments, and supporting materials in lagging areas of the country with a special focus on girls.
- *Subcomponent 1.2:* The expansion of communication campaigns to include health and education messaging related to COVID-19 through the response and recovery phases based on a nationwide gender-needs assessments. Psychosocial support for students, parents, and teachers will also be provided.
- *Subcomponent 1.3:* Supporting the government's capacity to design and implement an inclusive distance learning certification pathway through the development of a Distance Learning Competency Standards and Assessment Framework. This would target 22.8 million out of school children, and children at risk of dropping out of school due to the negative economic impacts of COVID-19.

Component 2: Recovery

¹ Project Appraisal Document- RRREP COVID-19 RESPONSE, RECOVERY AND RESILIENCE IN EDUCATION PROJECT (P174223

² <https://www.dawn.com/news/1650753>

This component will promote student and teacher health and safety in schools, and improve the capacity of educators to safely carry out their duties. It will involve the following subcomponents:

- *Subcomponent 2.1:* Providing technical assistance to federal and provincial governments to design guidelines and protocols for safe school re-opening, and designing and executing implementation and monitoring mechanisms. Basic sanitation and hygiene supplies will be provided to schools in order to comply with the guidelines and protocols. Additional support will be provided to provincial governments to implement measures to limit student contact.
- *Subcomponent 2.2:* Providing technical assistance for the development of teacher professional standards for distance learning, remedial education, and formative and summative assessment strategies. This will also include the design and development of content and delivery models for teacher training. Training modules will have an emphasis on increasing awareness and ability to respond to gender based educational needs and challenges. Students will be supported through the purchasing and distribution of school supplies and learning materials for economically disadvantaged students.

Component 3: Resilience, Monitoring and Evaluation

Component 3 will finance activities to increase the resilience of the education system to respond and recover from future shocks, including potential new waves of COVID-19, and other disasters. This will include:

- *Subcomponent 3.1:* This will support the development of strategies and SOPs for education service-delivery during emergencies and periods of extended school closures. Strategies will include: emergency policy, procedures and certifications, remedial learning, health and safety, violence against children, gender disparity and gender-based violence, teacher professional development, leveraging the private sector, and mental and psychological support readiness. An emergency delivery unit will be created to ensure fast response to emergencies, and a policy analysis unit will be established at the MoFEPT to coordinate, and support standardizations of data collection measures in education.
- *Subcomponent 3.2:* This will include monitoring and evaluation of project implementation across provinces using evaluations of best interventions and management practices. Particular attention will be paid to gender in the COVID-19 context through data collection, and incorporation of corresponding indicators into the monitoring and evaluation plans. This will also build technical and implementation capacity in provincial departments of education.

Project Proponents and Beneficiaries

The project will be implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close collaboration and coordination with the provincial departments namely; Sindh Education and Literacy Department, Punjab Education Department, School Education Department Punjab, Education Department of Baluchistan and Elementary & Secondary Education Department, Khyber Pakhtunkhwa. The Ministry of Federal Education and Professional Training has set up a Project Coordination Unit (PCU) to carry out financial management, procurement, safeguards, and monitoring and evaluation activities and requirements. The PCU will be responsible for coordinating and supporting provincial departments of education with on-ground implementation of project activities.

The primary target groups for the project are:

- The bottom economic quintile students with high vulnerability to shocks, particularly the poorest and most vulnerable with limited assets and insufficient access to technology to access remote learning initiated under RRREP;
- Teachers needing to quickly adapt to changing needs and new modes of education delivery;
- Federal and provincial education departments; and

- The greater population in remote areas expected to benefit from large scale communications campaigns.

The approximate number of beneficiaries is 11 million children, students and teachers out of which at least 50 percent are expected to be girls and female teachers.

Environmental and Social Baseline

As the project does not involve any civil or construction works, the key aspects of the baseline involve primarily socioeconomic factors.

Education and Literacy

The overall literacy rate in Pakistan according to the Economic Survey 2020-2021 is 60%³. Punjab has the highest literacy rate at 64%, followed by Sindh at 58%, Khyber Pakhtunkhwa at 53% (including merged districts whereas excluding merged districts, it is 55%), and finally Balochistan at 46%⁴. In terms of learning poverty, Pakistan has the highest learning poverty in South Asia at 75%⁵. However, a significant gender gap exists in youth and adult literacy rates in all four provinces, with significantly lower rates amongst girls and women. Dropout rates are relatively high in all provinces, with a steady drop in enrollment from year to year.

With regards to out-of-school children, the PSLM 2019-2020 and a recent study by Pakistan Alliance for Math and Science⁶ show that 32% of children between the ages of 5 to 16 are out of school. Balochistan has the highest proportion of OOSC at 47% followed by Sindh at 44%⁷⁸.

Gender

In Pakistan, gendered barriers to access and participation impact women and girls across socioeconomic classes, rural/urban divide, ethnic, religious and cultural differences. These impacts are further exacerbated by structural issues that are entrenched in social, economic and political structures. These include access and ownership of land, economic opportunities, care-work, feudalism and tribal structure. In the education sector specifically, female students face a diversity of barriers leading to varying level of gender disparities in education related statistics including low literacy rates, high learning poverty and a significant majority of out of school children being girls. These disparities are a result of poor service delivery, low public investments, economic stressors leading to lower incomes, preferences for male education and/or cultural restrictions (mobility barriers, security concerns, early marriages)⁹. These barriers further marginalize women also leading to a rise in gender-based violence in both rural and urban settings.

When comparing literacy rates amongst men and women, the largest variation is in Balochistan where the male literacy rate is 61% whereas the female literacy rate is 29%¹⁰. Additionally, 54% of out of school children in Pakistan are girls¹¹¹².

³ https://www.finance.gov.pk/survey/chapters_21/10-Education.pdf

⁴ https://www.finance.gov.pk/survey/chapters_21/10-Education.pdf

⁵ <https://tabadlab.com/pakistan-tackling-covid-19-in-education/>

⁶ <https://mathsandscience.pk/publications/the-missing-third/>

⁷ <https://www.pbs.gov.pk/content/pslm-district-level-survey-2019-20-microdata>

⁸ <https://mathsandscience.pk/publications/the-missing-third/>

⁹ Tahir, Muhammad. "Domestic Violence against Women in Pakistan and its Solution from an Islamic Perspective: A Critical and Analytical Study." *Available at SSRN 2986723* (2017).

¹⁰ https://www.finance.gov.pk/survey/chapters_21/10-Education.pdf

¹¹ <https://www.dawn.com/news/1643918>

¹² <https://mathsandscience.pk/publications/the-missing-third/>

Minorities and Indigenous Groups

In Pakistan, The Kalasha community of Chitral district in Khyber Pakhtunkhwa is recognized as an indigenous group. The Kalasha represent a unique culture dating back to at least 3,000 years. Once scattered all over Chitral valley, the community is now confined in three main valleys of Bumburet, Rumbur, and Birir. The Kalasha population is approximately 4100 people distributed in 543 households¹³. In terms of education, Kalasha school children are taught in the Kalash language, however, as there is not enough space in private Kalash schools, children are also enrolled in nearby public primary schools where the Kalash language is not taught. For secondary education, only the government-run schools are available in the region; they do not teach in the Kalash language or about Kalash religion and culture, and have mandatory Islamic studies as part of their curriculum.

Languages

Pakistan is a linguistically diverse country, and while the majority of the population can speak and understand Urdu, many groups do not consider it their primary/mother language. The prominent languages in Pakistan include Urdu, Punjabi, Sindhi, Pashto, Balochi, Saraiki. Other languages spoken in provinces include:

Sindh: Last, Kutchi, and Thari;

Balochistan: Brahui and Hazargi;

Khyber Pakhtunkhwa: Chitrali, Kohistani, and Hindko;

Gilgit-Baltistan: Burushaski, Wakhi, Shina;

Azad Jammu and Kashmir: Kashmiri.

Religion

The country is predominantly Muslim, comprising over 95% of the population¹⁴. Minority religions include Hinduism, Christianity, scheduled castes among others.

Stakeholder Engagement and Disclosure

The Environmental and Social Standard ESS 10 requires that stakeholders are provided with timely, relevant, understandable, and accessible information about the project and that they are consulted on project activities in an appropriate manner. The project has developed a stand-alone Stakeholder Engagement Plan (SEP) to ensure compliance with the ESS 10 requirements, and thereby ensures the over-all environmental and social sustainability in the design and implementation of the project. This SEP outlines the ways in which the project team will communicate with stakeholders, and includes a mechanism by which people can raise concerns, provide feedback, and/or make complaints about the project and any activities related to the project.

Specific objectives of stakeholders' engagement and public consultations are:

- Creation of a systematic approach to stakeholders' engagement that will help MoFEPT to identify stakeholders, build and maintain a constructive relationship with them in particular project affected parties and the provincial line departments/government;
- Assessment of the level of stakeholder engagement and support required for successful project execution and integration of stakeholders' views in the project design, environmental and social performance;

¹³ 2013 Census of Pakistan

¹⁴ http://www.oxfordislamicstudies.com/article/opr/t125/e1809?_hi=1&_pos=1

- Provision of means, and devising of mechanism for effective and inclusive engagement of project affected parties throughout project life cycle around concerns that could impact them;
- Disclosure of project information to stakeholders related to environmental and social risks and impacts in a timely, understandable, accessible and appropriate manner and format;
- Provision of project-affected parties with accessible and inclusive means to raise issues and grievances and allow MoFEPT to respond to, and manage such grievances.

Stakeholder Consultation

Given the emergency nature of this operation and the transmission dynamics of COVID-19, consultations during the project preparation phase were limited to technical discussions with the MoFEPT office and focal points/relevant officers of the provincial education departments. In May 2020, virtual meetings with a small group of stakeholders were conducted.

Further consultations with other stakeholders will be undertaken as soon as the E&S documents are finalized. This will be done via virtual; telecommunication and in-person mean with a strict adherence to Covid-19 protocols. Different institutional stakeholders will be consulted including Government Departments, International NGOs, Local NGOs, Academia, grassroots groups by the means mentioned above.

Social and Environmental Impact Assessment

An initial assessment has been carried out to identify potential impacts associated with the project, including environmental and social impacts. The assessment has been done for the design, and operations phases, and accordingly mitigation measures have been proposed. An Environmental and Social Management Framework (ESMF) has been proposed which suggests mitigation measures, monitoring parameters and responsibilities (this document).

The key risks identified for design and procurement phase are: incomplete or improper targeting of beneficiaries, marginalization of low-cost private schools, lack of ethnic, gender and linguistic awareness in communications campaigns, reinforcement of stereotypes through communications, inappropriate distribution modes for project resources, resource and transport inefficiencies, lack of government partner capacity, lack of community engagement, and procurement of poor-quality ICT equipment.

For the implementation phase, key risks include: elite capture of project resources, theft of project resources and materials, exclusion and discrimination of vulnerable groups including girls, project staff or beneficiaries contracting COVID-19, reluctance of project staff to self-report COVID-19 symptoms, exploitation of vulnerable groups, cyber-bullying and harassment, health hazards posed by cleaning and sanitation supplies, improper storage and disposal of hygiene and cleaning supplies, and unwillingness and/or inability of parents to support distance learning activities.

The relevant screening and monitoring tools for implementation of mitigation measures are described in this ESMF.

Environmental and Social Screening Plans and Procedures

The mitigation measures suggested in this document require a number of screening plans and procedures to be developed by the implementing agency and reviewed prior to implementation of activities. These should cover: targeting students and ensuring that there is no exclusion due to incomplete or improper data, targeting teachers to receive benefits, ensuring safety in transportation and storage of sanitation and hygiene materials, COVID-19 prevention and response, a GBV/PSEAH action plan, WASH guidelines, and a resource distribution plan.

Additionally, a stakeholder engagement plan has been prepared proportionate to the nature and scale of the project and its potential risks and impacts. The SEP describes the timing and methods of

engagement with stakeholders throughout the life cycle of the project, distinguishing between project-affected parties and other interested parties.

Institutional Arrangements

The project will be implemented by the Ministry of Federal Education & Professional Training (MoFEPT) in close coordination with provincial departments of education (who are responsible to manage the educational activities in their respective provinces in accordance to their own governance mechanisms and development agendas). The MoFEPT will setup a Project Coordination Unit (PCU) with assistance from the National Commission for Human Development (NCHD) responsible to carry out coordination activities with provincial educational departments related to financial management, procurement, social and environmental safeguards, and monitoring and evaluation requirements on ground. The PCU will be primarily responsible for coordinating and supporting provincial departments of education to implement project activities on ground whereas MoFEPT will have overall fiduciary and safeguards responsibility and will be in-charge of reporting to the Bank on implementation and monitoring and evaluation of environmental and social requirements. The PCU will also maintain active liaison with the MoFEPT on project activities with a national/ICT/federal scope.

Grievance Redress Mechanism

The ESMF also includes an accessible grievance redressal mechanism for the beneficiaries and staff made available publicly to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10, in a manner that is acceptable to the World Bank. The main objective of GRM is to assist to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions. The GRM also outlines mechanisms to report PSEAH and GBV related complaints.

Introduction

Like other countries across the globe, the outbreak of the novel coronavirus severely challenged Pakistan's educational sector. While access to education has already been a problem in Pakistan - 20 million of Pakistan's over 70 million children are out of school¹⁵ - the pandemic has further exacerbated pre-existing inequities. Due to the adoption of distance learning techniques during Covid-19, profound technological disparities have been deepened. This project, a World Bank initiative, aims to address these inequities by supporting the government of Pakistan in building a more resilient, equitable and innovative education system. The package comprises of a three-phase COVID-19 Response, Recovery and Resilience mechanism in Education Project (COVID19 RRREP), Pandemic Response Effectiveness in Pakistan (PREP) augmented further by Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE). They together form the COVID-19 Education Support Package in Pakistan. During the time of this global crisis, the primary aim of the Bank's project is to introduce and engage a quick response through adopting an all-inclusive strategy that is designed to provide structural and financial assistance to the present implementing bodies. The underlying purpose of the package is to strengthen the federal and provincial educational coordination mechanisms, facilitate a successful conversion to the nascent modes of learning including adopting a wide range of the e-learning tools throughout the country. Additionally, it supports learning continuity during the pandemic. The project plan is extracted from provincial and federal response plans, education sector plans as well as prevalent international standards and best practices. The project timeline is 27 months¹⁶ with the given GPE guidelines whereas the COVID19 RRREP became effective on signing, and implementation readiness activities are already underway. Activities will be selected and implemented by provinces, while funds and procurement will be managed centrally by the Ministry of Federal Education and Professional Training (MoFEPT) with support from the National Commission for Human Development (NCHD) and the PCU.

Project Background

During the current pandemic, over 50.0 million¹⁷ school going children have been impacted as a result of state-mandated school closures that were put in place to ensure the health and safety of students and teachers. As of 11th October 2021, schools all over Pakistan have reopened¹⁸, however, challenges pertaining to safety, hygiene, access and re-enrolment of certain segments still prevail. For the previous academic year, students from grade 1-8 were auto promoted and a unanimous decision was made through the Inter Provincial Education Ministers Conference (IPEMC) for promotion of secondary and higher secondary students based on the recommendations of the respective federal and provincial education boards. In mid-March 2020, when a majority of schools were approaching the end of the academic year, the government announced immediate school closures as a Covid-19 mitigation policy measure. All academic activities came to a complete halt in the public sector; however, private schools (majority schools with high fee structure) continued the learning process using online systems such as Google classroom, lectures via Zoom and even WhatsApp and Microsoft teams. Since the closure of schools, numerous public and private schools initiated the process of developing an alternative system to continue academics and the process of learning. Some ed-tech companies have already entered into partnership with public and private schools to provide a structured teaching and learning solution in the form of a Learning Management Systems (LMS) along with content aligned to the national curriculum.

¹⁵ <https://www.dawn.com/news/1643918>

¹⁶ GPE approval on extension pending

¹⁷ Project Appraisal Document- RRREP COVID-19 RESPONSE, RECOVERY AND RESILIENCE IN EDUCATION PROJECT (P174223)

¹⁸ <https://www.dawn.com/news/1650753>

However, many students from rural areas (public and private sectors) and low-cost schools in urban areas were not be able to meet the demand of on-line education (IT literacy, access to internet and hardware within and outside etc.) and the issue of accessibility and affordability may continue to be a challenge, a barrier the RRREP project attempts to address. Due to these reasons, the Covid impact due to prolonged closure of school will take a massive toll on Pakistan's already fragile education system in the form of learning gaps, deepened inequities, lower literacy rates, and significant deterioration of social/emotional/mental well-being.

Project Proponents

The project will be implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close collaboration and coordination with the provincial departments namely, Sindh Education and Literacy Department, Punjab Education Department, School Education Department Punjab, Education Department of Baluchistan and Elementary and Secondary Education Department. Following the 18th Constitutional Amendment, education service delivery in Pakistan is the responsibility of provincial governments thus the MOFEPT will be setting up the project coordination unit (PCU) to carry out financial management, procurement, safeguards, and monitoring and evaluation activities and requirements. The PCU will be responsible for coordinating and supporting provincial departments of education to implement project activities on the ground.

Project Beneficiaries

The primary target groups for the project are:

- The bottom economic quintile students with high vulnerability to shocks, particularly the poorest and most vulnerable who have limited assets and access to technology to access remote learning initiated under PREP;
- Teachers needing to quickly adapt to changing needs and new modes of education delivery;
- Federal and provincial education departments; and
- The greater population in remote areas expected to benefit from large scale communications campaigns.

The approximate number of beneficiaries is 11 million children, students and teachers, at least 50 percent expected to be girls and female teachers. Provincial and federal governments will determine beneficiaries based on socio-economic indicators, dropout risks and access to communication mediums. The Indirect project beneficiaries include previous out-of-school children, illiterate adults, content developers, etc.

Need For ESMF:

Overall, the project activities have no major environmental impacts on the physical environment of the project area. However, during the implementation phase, it can trigger certain health hazards and a range of social risks. Therefore, an Environmental and Social Management Framework has been clearly designed to cater to any issues. Since the project is comprised of national level activities (communication campaign, distance learning broadcasting etc.), coupled with few site-specific interventions (sanitization of schools, WASH activities), the framework approach will help in ensuring that the project remains environmentally and socially viable throughout its lifespan. The environmental and social risks and the relevant mitigation measures are identified in this ESMF as per the World Bank's requirements. Hence this ESMF provides a guideline to manage the identified social and environmental risks through plans, standard operating procedures, protocols, and checklists that will minimize the social and environmental risks associated with the project activities.

ESMF Objectives

The objectives of ESMF are:

- Identify legislation, regulations and guidelines related to the project
- Analyze the baseline conditions of physical, biological and socioeconomic features of selected project districts
- Evaluate environmental and social impacts related to Project interventions and provide practical measures to mitigate the impacts
- Draft the Environmental and Social Management Framework that classifies monitoring requirements for effective implementation of mitigation measures
- Identify institutional needs and implementation mechanism of ESMF
- Describe training needs and specific reporting and documentation requirements; and proposes a third-party validation mechanism for ESMF

Structure of the Report:

This Environmental and Social Management Framework is divided into relevant sections to help manage the environmental and social risks associated with this project. The first chapter provides the justification for the ESMF, the second chapter provides a review of national regulatory frameworks, World Bank Environmental and Social Standards, environmental codes of practice and international conventions and agreements. The third chapter gives a detailed description of the project and its sub-components. The fourth chapter discusses the baseline environmental and social settings of the project area. The fifth chapter outlines the specific mechanism of citizens engagement and stakeholder consultations. The sixth chapter highlights the assessment of potential environmental and social impacts, proposed screening, mitigation and management measures, including details of relevant plans and procedures to be prepared as per the World Bank Environmental and Social Framework. The seventh chapter outlines the institutional requirements with roles and responsibilities for ESMF monitoring and implementation, capacity development and training of project team, contractors and communities for ESMF implementation. The eighth chapter elaborates on the Grievance Redress Mechanism for stakeholders and communities. And finally, the ninth chapter presents the ESMF implementation breakdown and budget allocations.

Regulatory Framework

This chapter provides an overview of the national and provincial legislative and regulatory frameworks; and the World Bank's Environmental and Social Standards applicable to the proposed project.

The National Education Policy Framework 2018 is the principal document that highlights the prevalent challenges to the education system in Pakistan beginning from the inadequate educational development in the past to the lack of systematic access of significant educational facilities. Pakistan has formalized its commitment to improving education sector outcomes through several actions in the recent past, including the insertion of Article 25-A in its Constitution which guarantees free and compulsory basic education for all children 5-16 years of age. The achievement of education goals is a shared responsibility of the national and provincial governments, with the provinces having the major responsibility of implementation after the 18th amendment to the Constitution. However, the most pressing educational issue the country has faced is the reality of Out of School Children (OOSC) and girls' education as reflected by national, provincial and district indicators.

Pakistan National Education Response and Resilience Plan for COVID-19

The National Education Response and Resilience Plan for COVID-19 devises a framework of strategies for Pakistan's education system and the underlying halts due to the ongoing strain of COVID-19. The plan

covers both the public and private sectors and includes all levels of education up to the higher secondary level. Among the advisory regulation for the plan execution, the framework aims to support approximately 40 million students and 2 million teachers and educational staff throughout Pakistan's public-school systems. Moreover, the system would rely on an integrated public-private partnership with a large focus on learning continuation, school health (physical and psychosocial), hygiene and safety; and system strengthening and resilience. The national plan outlines the proper implementation mechanisms to keep the effectively mitigate the impacts of the pandemic. Under the national project lines, the strategies outlined will primarily work on enabling distance learning modes, providing platforms and modalities according to each educational level, along with creating digital and non-digital educational content including audio visual learning and edutainment content for different platforms. There will also be targeted support to the teaching and management staff in terms of conducting sessions and E-trainings in order to specify individual roles and responsibilities. Finally, the entire project's schematic analysis will take place through regular monitoring and reporting feedbacks, with an emphasis on gap analysis and feedback mechanisms.

Pakistan Penal Code - Section 144

Section 144 of the Code of Criminal Procedure (CrPC) empowers district administration to issue orders in public interest that may place a ban on an activity for a specific period of time. Such a ban is enforced by the police who register cases under section 188 of the Pakistan Penal Code for violations of the ban. This section has been used, and will continue to be used, for enforcing wearing of masks and banning public gatherings during the pandemic. This might also be used during the sanitization of schools and distribution of packages under the project.

The Public Health (Emergency Provision) Act 1954 read with West Pakistan Epidemic Control Act 1958

These two laws cover the presentation and spread of human diseases, safeguarding the public health and providing and maintaining adequate medical services and other services essential to the health of the communities in the project area.

Provincial Epidemic Diseases Acts

All the provinces of Pakistan have enacted a number of statues to safeguard health of the people. There are specific legislations addressing epidemics and infectious diseases. Some of these include:

- Punjab Epidemic Disease Act 1958
- Punjab Infectious Diseases (Prevention & Control) Ordinance 2020
- Sindh Epidemic Disease Act 2014
- Baluchistan COVID-10 Control Strategy

Though these remain generally relevant to the project, these are not specifically related to the environmental and social performance of the project.

Pakistan Environmental Protection Acts

The Pakistan Environmental Protection Act, 1997) is the basic legislative tool empowering the government to frame regulations for the protection of the environment. The discharge or emission of any effluent, waste, air pollutant or noise in an amount, concentration or level in excess of the National Environmental Quality Standards (NEQS) specified by the Pakistan Environmental Protection Agency (Pak- EPA) has been prohibited under the Act.

As per the provision of the 18th Amendment to the Constitution of Pakistan in 2010, the power to legislate and decide on the subject of “environmental pollution and ecology” now lies with the provincial government. Accordingly, all provinces have enacted their own environmental protection acts:

- Punjab Environmental Protection Act, 2012
- Sindh Environmental Protection Act 2014
- Baluchistan Environmental Protection Act (2013)
- KP Environmental Protection Act (2014)

These provincial acts are aligned with the PEPA-97. The project will follow the requirements of these acts in the respective provinces throughout its lifespan.

National Environmental Quality Standards, 2000

The National Environmental Quality Standards (NEQS) first promulgated in 1993 and have been amended in 1995 and 2000. They have been revised and the latest NEQS were issued in 2010. The list of provincial environmental quality standards is:

- Sindh Environmental Quality Standards 2016
- Punjab Environmental Quality Standards 2016 (especially for municipal and liquid Industrial effluents, drinking water, motor vehicle exhaust and noise, ambient air, noise, treatment of the liquid and disposal of the biomedical waste and industrial gaseous emissions)
- Baluchistan Environmental Quality Standards
- Khyber Pakhtunkhwa Environmental Quality Standards 2014

Provincial Local Government Ordinances, 2001

The Constitution of Pakistan, under Article 140 A, requires all the provincial governments to establish a local government system and devolve administrative, political, and financial responsibility and authority to elected representatives of local governments. Thus, the land use, the conservation of natural vegetation, air, water, emissions, disposals, public health engineering, WASH and the matter of public health and safety also fall under the mandate of local bodies and district administration where project activities are relevant. The local governance acts are enlisted below:

- Local Governance Act of Sindh 2013
- Punjab Local Governance Act 2013
- Khyber Pakhtunkhwa Local Government (Amendment) Act, 2019
- The Baluchistan Local Government Act, 2010

Labor Law Constitutional Provision

The Constitution of Pakistan contains a range of provisions with regards to labor rights. In terms of relevancy to the project the factories act, prohibition of employment of child acts and various occupational health and safety laws are significant. The federal and the two provinces (Punjab and Sindh) have issued their OHS acts recently. OHS regulations are not available for the Khyber Pakhtunkhwa and Baluchistan and the similar and standard practices will be referred for these two. The provisions of the OHS Acts could be applicable to the OHS aspects of the specific project components. Article 11(3) of the constitution of Pakistan also prohibits the employments of children below the age of 14 years in any sector or industry. Thus, the project will not engage any child below 14 in any of the project activities.

The applicable labour laws (both the child labour and occupational health safety) are:

- Factories Act 1934,
- Employment of Child Act, 1991
- Sindh Prohibition of Employment of Children Act 2017
- Pakistan Occupational Health and Safety Act 2018
- Punjab Occupational Health and Safety Act, 2019
- North-West Frontier Province Factories Rules 1975
- West Pakistan Hazardous Occupations Rules 1963
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967

Pakistan Penal Code, 1860

The Pakistan Penal Code deals with offences where public or private property and/or human lives are affected due to the intentional or accidental misconduct of an individual or body of people. In the context of environment, the Penal Code empowers the local authorities to control noise, noxious emissions and disposal of effluents.

Protection against Harassment against Women at the Workplace Act (2010)

The Protection against Harassment against Women at the Workplace ACT (2010) lays out clear provisions to report, investigate, and take action on harassment at the workplace. This Act mandates the formation of an inquiry committee, awareness raising on harassment and redressal of any harassment related issues that may arise at the workplace.

International Conventions/Agreements

WHO Guidelines on COVID-19

In response to COVID-19, countries across the globe have implemented a range of public health and social measures. These require establishing protective measures, including directives and capacity to promote and enable standard COVID-19 prevention in terms of physical distancing, hand washing, respiratory etiquette and, potentially, thermal monitoring, as well as monitoring compliance with these measures. On 16 April 2020, WHO published interim guidance that provides advice on adjusting PHSM¹⁹ while managing the risk of resurgence of cases. WHO guidelines offer general guidance for non-healthcare workplaces and workers in those settings. Specific recommendations for protection of the health and safety of some frontline public workers are also included in the existing WHO guidance for the accommodation sector, detention centers, schools, food businesses, aviation sector, water, sanitation, and waste management, camps and construction²⁰.

In support to WHO designated guidelines, the Government of Pakistan is engaged with international healthcare agencies.,

The following relevant international conventions to which Pakistan is a signatory are:

¹⁹ Considerations in adjusting public health and social measures in the context of COVID-19 (Interim Guidance) (WHO 2020)

²⁰ file:///F:/20Work/Education%20WB/WHO-2019-nCoV-Adjusting_PH_measures-Workplaces-2020.1-eng.pdf

Table 0.1: International Conventions

Category	Convention/convention	Came into force
Chemicals and hazardous wastes conventions	Stockholm Convention on Persistent Organic Pollutants	April 2008
	Rotterdam Convention on the Prior Informed Consent procedures for Certain Hazardous Chemicals and Pesticides in International Trade.	July 2005
	Basel Convention on the control of Trans-boundary Movement of Hazardous Wastes and their Disposal.	July 1994
Atmosphere conventions/protocols	United Nations Framework Convention on Climate Change (UNFCCC)	June 1994
	Kyoto Protocol to UNFCCC	Jan 2005
	Vienna Convention for the protection of the Ozone Layer.	Dec 1992
	Montreal Protocol on Substances that Deplete the Ozone Layer.	Dec 1992
Land / environmental cooperation conventions	United Nations Convention to Combat Desertification (UNCCD) in those Countries Experiencing Serious Drought and / or Desertification, Particularly in Africa.	Feb 1997
Cultural and natural heritage	Convention Concerning the Protection of World Cultural and Natural Heritage (World Heritage Convention)	July 1976
Biodiversity related conventions/protocols	Convention on Biological Diversity (CBD).	July 1994
	Cartagena Protocol on Bio-safety to the Convention on Biological Diversity.	March 2009
	Convention on Wetlands of International Importance especially as Waterfowl Habitat (Ramsar Convention)	Nov 1976
	Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).	April 1976
	Convention on the Conservation of Migratory Species of Wild Animals (CMS)	Dec 1987

World Bank Environmental and Social Standards

The World Bank has defined specific Environmental and Social Standards (ESSs), which are designed to avoid, minimize, reduce or mitigate the adverse environmental and social risks and impacts of projects. These standards apply to projects supported through Investment Project Financing by the World Bank in accordance with the Environmental and Social Policy for Investment Project Financing. A summary of the ten Environmental and Social Standards and their relevance to the project is provided in Table 0.2 below, followed by details and applicability of the relevant standards:

Table 0.2: World Bank Environmental and Social Standards and Relevance with the Project

Environmental and Social Standard	Background	Relevance to the Project
ESS1 Assessment and Management of Environmental and Social Risks and Impacts	The Standard sets out the Client’s responsibilities for assessing, managing and monitoring environmental and social risks and impacts associated with each stage of a project supported by the Bank through Investment Project Financing, in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs).	<p>Relevant</p> <p>The project comprises of activities both at the national scale, as well as site specific interventions. Though no major environmental or social issues are envisaged, there could be minor impacts if the activities are not carried out with proper environmental and social mitigation measures. Therefore, this ESMF has been prepared to identify risks and related mitigations.</p> <p>The ESMF has been prepared in the light of ESS1 requirements.</p>
ESS2 Labor and Working Conditions	ESS2 recognizes the importance of employment creation and income generation in the pursuit of poverty reduction and inclusive economic growth. Borrowers can promote sound worker- management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions. ESS2 applies to project workers including fulltime, part-time, temporary, seasonal and migrant workers.	<p>Relevant</p> <p>Some of the project activities, especially school sanitization, distribution of leaning material etc., where labor involvement is envisaged. The labour working conditions and HSE risks could also be relevant for project implementation staff especially in the project component 1 and 2 stages if social distancing and COVID 19 SOPs are violated.</p> <p>The Project shall be carried out in accordance with the applicable requirements of ESS2, including through implementing adequate occupational health and safety measures (including emergency preparedness and response measures), setting out grievance arrangements for Project workers, and incorporating labor</p>

Environmental and Social Standard	Background	Relevance to the Project
		requirements into the ESHS specifications of the procurement documents and contracts with contractors and supervising firms.
ESS3 Resource Efficiency and Pollution Prevention and Management	ESS3 recognizes that economic activity and urbanization often generate pollution to air, water, and land, and consume finite resources that may threaten people, ecosystem services and the environment at the local, regional, and global levels. The current and projected atmospheric concentration of greenhouse gases (GHG) threatens the welfare of current and future generations. At the same time, more efficient and effective resource use, pollution prevention and GHG emission avoidance, and mitigation technologies and practices have become more accessible and achievable.	<p>Relevant</p> <p>This standard is relevant and is considered in the project component 2, where sanitization supplies, disinfectant kits etc. are to be procured and managed. Relevant aspects of this standard shall be considered, including, chemicals management, waste management, infection prevention and control measures, energy and resource use in printing operations, and other measures to manage environmental and social risks.</p>
ESS4 Community Health and Safety	ESS4 recognizes that project activities, equipment, and infrastructure can increase community exposure to risks and impacts. In addition, communities that are already subjected to impacts from climate change may also experience an acceleration or intensification of impacts due to project activities.	<p>Relevant</p> <p>Relevant aspects of this standard are taken into consideration in the ESMF especially in the component 2</p> <p>The project will provide sensitization training in the recovery phase and will also conduct sanitization pilots distributing the disinfectant kits. In case of disinfectant material care must be taken in properly handling and management of the supplies. The ESMF identifies health and safety issues and COVID-19 related risks for spread of disease. Specifically, with regard to COVID-19 response, MOFEPT will prepare the necessary plan and use checklist to minimize community health safety risks.</p>
ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	ESS5 recognizes that project-related land acquisition and restrictions on land use can have adverse impacts on communities and persons. Project-related land acquisition or restrictions on land use may cause physical displacement	<p>Not Currently Relevant</p> <p>This standard is not relevant as the project does not involve any land acquisition and/or resettlement.</p>

Environmental and Social Standard	Background	Relevance to the Project
	<p>(relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. The term “involuntary resettlement” refers to these impacts. Resettlement is considered involuntary when affected persons or communities do not have the right to refuse land acquisition or restrictions on land use that result in displacement.</p>	
<p>ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</p>	<p>ESS6 recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. Biodiversity is defined as the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are a part; this includes diversity within species, between species, and of ecosystems. Biodiversity often underpins ecosystem services valued by humans. Impacts on biodiversity can therefore often adversely affect the delivery of ecosystem services.</p>	<p>Not Currently Relevant</p> <p>This is a digital literacy and education support Project with mostly soft components. The Project will not have any use of natural resources or have any impacts on biodiversity conservation.</p>
<p>ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</p>	<p>This ESS applies to a distinct social and cultural group identified in accordance with descriptions provided in ESS10. The terminology used for such groups varies from country to country, and often reflects national considerations. ESS7 uses the term “Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities,” recognizing that groups identified may be referred to in different countries by different terms. Such terms include “Sub-Saharan African historically underserved traditional local communities,”</p>	<p>Relevant</p> <p>In Pakistan, the only recognized Indigenous Peoples are the “Kalash”, residing in the Kalash Valley of District Chitral, Province Khyber Pakhtunkhwa (KP) and the project is being implemented in KP. However, there are no specific interventions planned targeted for the areas where the Kalash dwell. If required, the project will develop an independent IPPF.</p>

Environmental and Social Standard	Background	Relevance to the Project
	<p>“indigenous ethnic minorities,” “aboriginals,” “hill tribes,” “vulnerable and marginalized groups,” “minority nationalities,” “scheduled tribes,” “first nations” or “tribal groups.”</p>	
ESS8 Cultural Heritage	<p>ESS8 recognizes that cultural heritage provides continuity in tangible and intangible forms between the past, present and future. People identify with cultural heritage as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. Cultural heritage, in its many manifestations, is important as a source of valuable scientific and historical information, as an economic and social asset for development, and as an integral part of people’s cultural identity and practice. ESS8 sets out measures designed to protect cultural heritage throughout the project life cycle.</p>	<p>Not Currently Relevant</p> <p>The project does not involve any activities of relevance to ESS8 as there will be no major civil works.</p>
ESS9 Financial Intermediaries (FI)	<p>ESS9 recognizes that strong domestic capital and financial markets and access to finance are important for economic development, growth and poverty reduction. The Bank is committed to supporting sustainable financial sector development and enhancing the role of domestic capital and financial markets.</p>	<p>Not Currently Relevant</p> <p>The project does not involve any FI.</p>
ESS10 Stakeholder Engagement and Information Disclosure	<p>This ESS recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant</p>	<p>Relevant</p> <p>The risk relevant to the stakeholders include: lack of engagement with directly affected parties, other interested parties and marginalized groups resulting in limited success for project activities; absence of regular beneficiary feedback; ineffective and inaccessible Grievance Redress Mechanism (GRM) etc.</p>

Environmental and Social Standard	Background	Relevance to the Project
	contribution to successful project design and implementation.	The project has prepared a Stakeholder Engagement Plan (SEP) to adequately address such risks. The SEP also proposes a GRM through which affected parties can raise project related concerns and grievances for efficient and timely resolution. A channel for confidential reporting for Gender Based Violence (GBV), PSEAH and bullying issues will also be provided.

DRAFT

Project Description

This chapter provides an overview of the key components of the project with the details of the project provided underneath.

The project aims at strengthening the federal and provincial capacity in the education sector to:

- (i) Respond to, and recover from the COVID-19 pandemic in the short-term and medium-term, while establishing the technical and institutional capacity to build back a stronger; and
- (ii) More resilient education system to face future crises, with a focus on disadvantaged areas and vulnerable populations in the underservice stations areas in all provinces of Pakistan.

The project will finance activities that support the hardest to reach children, with emphasis on girls who are the most at-risk of dropping out or being exposed to social pressures and abuse. To ensure focus on the hardest-to-reach areas, the project will provide provinces with opportunities to explore delivery of education services through differentiated implementation mechanisms. The aim of all these efforts would be to keep students engaged in learning activities during school closures and beyond.

The project has three major components described in detail below:

- (1) Response to the urgent crisis;
- (2) Recovery once schools reopen;
- (3) Resilience of the education system to respond to future crises.

COMPONENT 1: RESPONSE

This component will focus on emergency response activities to ensure education continuity. It will further consist of the following sub-components:

- (i) Ensuring learning continuity
- (ii) Protecting students' and teachers' health, safety, and well-being
- (iii) Building the Distance Learning Competency Standards and Assessment Framework

1.1: Ensuring Learning Continuity

- (a) ***Expansion of national distance-learning content:*** In April 2020, MoFEPT launched a national level education broadcasting and awareness campaign through a TV channel, TeleSchool – *Taleem Ghar (Education in every house)* while Punjab launched an on-line platform and a TV channel to broadcast educational content for grades 1-12 using existing content from private providers. To complement this effort and given existing gaps, the project would finance additional content development for all primary grades (1-12), including some basic content for early childhood education, and would support the dissemination of this content through other media, such as radio, print media, social media, and mobile applications. This would enable dissemination of expanded TV content across hard-to-reach districts in every province. Content will be developed in Urdu and English as the official languages, but the project will also support translation of content into other provincial languages as needed and in accordance with requests from authorities. The availability of these materials would be advertised through nationally broadcast communications campaigns. The campaigns would focus on the importance of keeping learning ongoing (with special targeting for girls), and informing the public of the available content, scheduling information, and channels for accessibility. Analytical work to assess dis-

tance learning approaches would be designed and conducted to document and outline the advantages of different approaches and their potential impact on uptake (including uptake of disadvantaged children and children with special needs), which is a crucial topic for distance learning.

- (b) ***Distribution of learning materials in lagging areas***, including the provision of tablets and connectivity devices, reading materials, home-based assignments, and supporting materials for parents: In order to complement the above strategies for development of distance-learning content, learning materials would be distributed to children in remote areas, with a special focus on girls. These materials would include printed materials already available and the development of new materials, as well as provision of tablets and connectivity devices in order to help students access broadcasts (on a pilot basis). Activities in this subcomponent would complement the distance-learning strategies through TV broadcast and virtual platforms by focusing on the distribution of learning materials for children in remote areas. Materials would include reading books, home-based assignments, and support to parents in home-schooling, and would leverage materials readily available by the School Textbook Boards and the development of new ones. Provinces and MoFEPT will organize the distribution of these materials at local schools for students or parents to collect, in collaboration with School Management Committees, to ensure materials are delivered safely and to avoid mass gatherings (i.e., organizing alphabetical timeslots). In order to promote equity and increase connectivity of children in the bottom economic quintiles, tablets or similar devices would be procured and distributed on a pilot basis. Connectivity devices to create internet hotspots would also be distributed in targeted areas. A special focus would be placed on ensuring that a portion of tablets and connectivity devices will be attributed to children with disabilities and special needs. Coordination with telecoms would also be ensured at the federal level for provincial provision of low-cost internet for education specific value-added services. Finally, the sub-component will try to assess learning losses during school closure using a representative sample of students in each province.

1.2: Protecting students' and teachers' health, safety, and wellbeing through the expansion of sensitization campaigns for health and education. This subcomponent would expand communication campaigns to include health and education messaging throughout the longer response and recovery phases based on gender needs assessments pre-COVID-19 and during school closures. Additionally, the medium for delivering messages will be expanded to include TV, radio, mobile (including SMS and Robotized calls), social media platforms and printed pamphlets. These campaigns will focus on promoting hygiene and COVID-19 related safety practices, education engagement and re-engagement messages (especially those targeted at parents of girls and of those at risk of dropping out), and sensitization about the socioemotional and behavioral impacts (with messaging on abuse and violence) that are associated with the COVID-19 pandemic and school closures. Content will be sourced from materials developed by provinces and from around the world. The project will also support translation of these campaigns into provincial languages, as requested by authorities. The subcomponent will also provide technical assistance to enhance the design and implementation capacity for safety and wellbeing programs for students, parents, and educators. It will include dissemination of messages on positive resolution of conflicts and family relations, including between parents and children and on gender roles. It will also finance the delivery of these programs through low-tech and accessible mechanisms such as national telephone hotlines and/or Interactive Voice Response (IVR) to provide guidance and referrals to resources. Activities supported by this subcomponent will be gender sensitive and focused on mitigating the heightened risks of abuse, for example gender-based violence, amid the current crisis.

1.3: Designing and Implementing Distance Learning Competency Standards and Assessment Framework. This subcomponent would support the government's capacity to design and implement an inclusive distance learning certification pathway to target the 20 million out-of-school children and the ones that would leave schools due to the negative shocks to household income caused by COVID-19. This would be achieved by providing technical assistance to the federal government to design a

Distance Learning Competency Standards and Assessment Framework and to assess its effectiveness in engaging learners, with a focus on out-of-school girls. This improved technical capacity will be complemented with financial resources for kick start implementation.

COMPONENT 2: RECOVERY

This component would improve the government's implementation capacity for effective recovery of education services. This would build on sensitization activities under subcomponent 1.2 and be achieved by promoting student and teacher health safety in schools and by improving the capacity of educators to safely deliver education to their students. This component has two further sub-components:

- (i) Promoting safe schools
- (ii) Supporting teachers and students in preparation for the recovery

2.1: Promoting Safe Schools. This sub-component would promote safe schools through the design and implementation of federal and provincial government's guidelines and protocols for safe schools. This component would also support technical assistance to the government to (i) improve their capacity to identify and design safety protocols for school re-opening (e.g., school sanitization, availability of hygiene products, etc.), and (ii) design and execute implementation and monitoring mechanisms. A special focus would be on areas with higher health risks. Additional support will be extended to include access to basic sanitization and hygiene supplies for schools to fulfill qualification standards within those protocols. Additional provincial implementation support may include financing measures to limit the spread of second-peak contagions by reducing student contact through approaches such as staggered shifts and alternating weeks. Enhanced psycho-social support for students, parents and teachers at the school level would also be provided through the promotion of the wellbeing programs established under sub-component 1.2.

2.2: Supporting Teachers and Students to Prepare for the Recovery through the design and implementation of teacher training to address learning gaps from the disruption of education. This includes technical assistance for design and implementation of simple Teacher Professional Standards to include distance learning strategies. It will also include the design of standards, content, and delivery mode for teacher training. This focused and practical short-term teacher training design would focus on remedial education, distance learning strategies, and formative and summative assessment practices. Additional modules on gender and gender-based violence will be imparted to teachers to improve understanding of the gender gaps in education, particular to the context of the crisis, and equip them to be aware of and responsive to the needs of girl students who may be facing greater challenges to access Tele-school and returning to school after the crisis abates. An initial training of a targeted number of teachers (predominantly female teachers where possible) in priority areas would be included under the project. The lessons learned from this training would inform the strategy for expansion of this training, which would then be implemented at a larger scale through support from other projects, along with the production of expanded teaching and learning materials. Students would also be supported through the purchasing and distribution of school supplies and learning materials to lower barriers to school re-entry for the most disadvantaged students.

COMPONENT 3: RESILIENCE, MONITORING AND EVALUATION

This component would finance activities to increase the resilience of the education system to respond and recover from future shocks, including potential new waves of COVID-19, and natural and man-made disasters. Recurrent school closures caused by natural disasters and security challenges limit access to education and negatively impact learning outcomes. Therefore, this component will improve the capacity of provincial and federal governments to design effective strategies and implementation

plans to deal with education disruptions. It will also invest in improved monitoring and evaluation capacity with a focus on improving equitable access to education for girls and students in disadvantaged areas, and identification of effective distance learning strategies that can lead to improved education outcomes. Moreover, this component will also finance the operating costs of the unit that will implement the project. This component has two subcomponents

- (i) Strengthening planning for system disruption
- (ii) Resilience, Monitoring and Evaluation

3.1: Strengthen Planning for System Disruption to support development of strategies and standard operating procedures for education service-delivery during emergencies and periods of extended school closures. These would include emergency policy and procedures for continued learning and certification, remedial learning, attention to health and safety of students and staff, professional development for teachers, streamlined curriculum, leveraging the private sector, and mental and psychological support readiness. Policies developed will also include challenges faced by girls in accessing schooling during the crisis and measures to address these. Further, policies and Codes of Conduct will be developed for teachers to mitigate risks of violence against children within schools, and such policies will be widely disseminated within the networks of schools. The subcomponent would also support creation of an emergency delivery unit with representation from both the federal and provincial governments to face any kind of emergency or launch a national effort that requires extended coordination. The delivery unit could call in guidance and support from private providers who are proven stakeholders that can provide immediate content and resources in an emergency setting. The subcomponent would include establishment of a Policy Analysis Unit at the MoFEPT to lead coordination efforts, support standardizations of data collection measures in education, among others.

3.2: Resilience, Implementation and Monitoring and Evaluation. Under this sub-component, the project would support coordination across provinces and project implementation, including carrying out analytical work, monitoring and evaluation. This would also include evaluations of local interventions and management practices with the aim of improving the national and global knowledge base. Staff and institutions involved in the component activities will be trained on gender issues including gaps in enrollment and retention, especially under the COVID-19 context, and integrate lessons into monitoring and evaluation efforts; to support this, a gender consultant will be hired at the federal level to provide periodic input and guidance to processes and data collection. Finally, the aim of this subcomponent would be to strengthen the technical and implementation capacity within provincial departments of education. All these activities would be carried out using a *Learning from Evidence* approach, which would build-in iterative improvements in planning and implementation processes and procedures as the project evolves. This component would also finance gender disaggregated data collection activities, reporting, and fiduciary and safeguards compliance activities under World Bank regulations.

Environmental and Social Baseline of the Project Areas

This chapter provides an overview of the physical, biological, and socioeconomic baseline of the project area.

Project Area

The proposed project will be implemented province-wide in Sindh, Balochistan, Khyber Pakhtunkhwa, Punjab and ICT (and Gilgit-Baltistan and AJK).

Demography

Sindh

According to the 2017 census, the population of Sindh is 47.9 million. The province is home to 22.5% of all Pakistanis. 23 million people in Sindh live in rural areas, while 25 million live in urban areas.²¹ Average household size in Sindh is 5.58 persons.²² The average household size in Sindh is 6.22 persons.²³

Balochistan

An estimated 12.4 million people live in Balochistan as per the 2017 census, making up 5.8% of the national population.²⁴ The province has seen a population increase of 88% since the previous 1998 census, indicating an annual growth rate of 3.37%, well above the national average. The majority of Balochistan residents live in rural (72.5%).²⁵ The average household size in Balochistan is 7.84 persons.²⁶

Province/ District	Growth Rate 1998-2017 (%)	Rural Population (2017)	Urban Population (2017)	Total Population (2017)
Quetta	5.83	1,274,494	1,001,205	2,275,699
Pishin	3.6	593,339	143,142	736,481
Chagai	4.13	209,689	16,319	226,008
Killa Abdullah	3.97	608,236	149,342	757,578
Total	-	2,685,758	1,310,008	3,995,766
Balochistan Province	3.37	8,943,532	3,400,876	12,344,408

Figure 7: Population of Balochistan

Khyber Pakhtunkhwa

The 2017 census counted 36 million residents of Khyber Pakhtunkhwa, making up 17% of the national population.²⁷ The province has a higher annual growth rate than the national average, at 2.9% compared to 2.1%. Average household sizes are large in both urban and rural areas, at 7.6 and 8.1

²¹ ESMF for Integrated Literacy and Youth Skills Project. World Bank, 2020. Accessed from: <http://documents1.worldbank.org/curated/en/891881594832373675/pdf/Environmental-and-Social-Management-Framework-ESMF-Pakistan-Integrated-Literacy-and-Skills-Development-for-Youth-Project-P170830.pdf>

²² SMF for Sindh Solar Energy Project. World Bank, 2018. Accessed from: https://ewdata.rightsindevelopment.org/files/documents/12/WB-P159712_tFsZ4Ac.pdf

²³ Pakistan Household Integrated Economic Survey. Pakistan Bureau of Statistics, 2017. Accessed from: <http://www.pbs.gov.pk/sites/default/files/pslm/publications/hies15-16/write%20up%2015-16-HIES-final.pdf>

²⁴ Balochistan Human Capital Investment Project. World Bank, Accessed from: http://emis.gob.pk/Uploads/ESMF_BHCIP_Final.pdf

²⁵ Balochistan Human Capital Investment Project. World Bank, Accessed from: http://emis.gob.pk/Uploads/ESMF_BHCIP_Final.pdf

²⁶ Pakistan Household Integrated Economic Survey. Pakistan Bureau of Statistics, 2017. Accessed from: <http://www.pbs.gov.pk/sites/default/files/pslm/publications/hies15-16/write%20up%2015-16-HIES-final.pdf>

²⁷ ESMF for Khyber Pakhtunkhwa Irrigated Agriculture Improvement Project. World Bank, 2019. Accessed from: http://kp.gov.pk/uploads/2019/04/ESMF_Pub_Disclosure.pdf

persons respectively.²⁸ Khyber Pakhtunkhwa is also home to a large population of Afghan refugees

Location	Male	Female	Transgender	All Sexes
Rural	12 495 278	12 298 236	223	24 793 737
Urban	2 972 367	2 756 577	690	5 729 634
Total	15 467 645	15 054 813	913	30 523 371

Figure 6: Demographic Breakdown of Khyber Pakhtunkhwa

and internally displaced peoples, who are counted in the population statistics as well.

Punjab

According to the 2017 census, the population of Punjab is 110 million, which is over half the population of Pakistan. 69.6 million people live in rural, and 40.4 million live in urban areas.²⁹ The average household size in Punjab is 6.04 persons.³⁰

Literacy and Education

Figure 7:-Literacy, Youth Literacy and Adult Literacy by Province

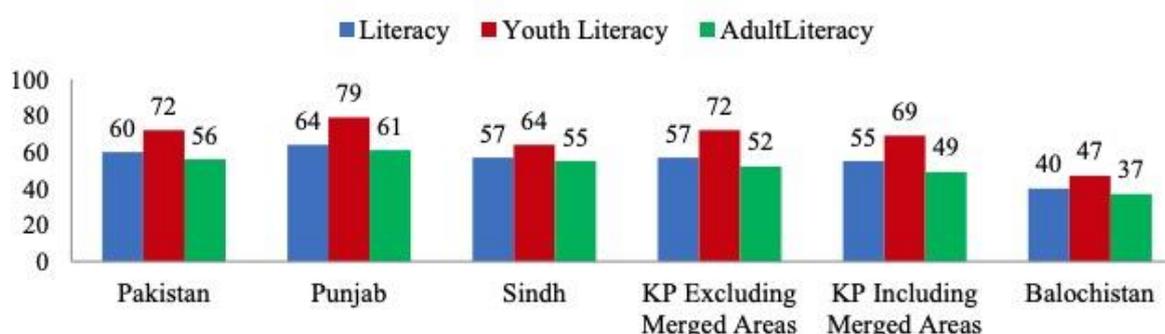


Figure 8: Literacy Rates by Province

Sindh

Sindh's youth literacy rate, for people ages 15-24, is 64%. In Sindh, 73% of males in this age group are literate, while 55% of females are. The gender literacy gap is 18%. The adult literacy rate in Sindh is 55%, the second highest rate in the country.³¹

²⁸ ESMF for Khyber Pakhtunkhwa Irrigated Agriculture Improvement Project. World Bank, 2019. Accessed from: http://kp.gov.pk/uploads/2019/04/ESMF_Pub_Disclosure.pdf

²⁹ ESMF for Integrated Literacy and Youth Skills Project. World Bank, 2020. Accessed from: <http://documents1.worldbank.org/curated/en/891881594832373675/pdf/Environmental-and-Social-Management-Framework-ESMF-Pakistan-Integrated-Literacy-and-Skills-Development-for-Youth-Project-P170830.pdf>

³⁰ Pakistan Household Integrated Economic Survey. Pakistan Bureau of Statistics, 2017. Accessed from: <http://www.pbs.gov.pk/sites/default/files/pplm/publications/hies15-16/write%20up%2015-16-HIES-final.pdf>

³¹ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files/pplm/publications/pplm2018-19/pplm_report_2018-19_national_provincial.pdf

STAGES OF CLASSES	PROJECTED POPULATION			ENROLMENT			PARTICIPATION IN GOVT. SCHOOL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE PRIMARY	573,113	523,414	1,096,527	435,774	315,970	751,744	76%	60%	68%
PRIMARY	2,782,730	2,525,134	5,307,864	1,481,821	916,771	2,398,592	53%	36%	45%
MIDDLE	1,605,872	1,444,010	3,049,882	373,813	250,932	624,745	23%	17%	20%
SECONDARY	1,038,065	933,717	1,971,782	222,214	138,483	360,697	21%	15%	18%
HIGHER SECONDARY	1,006,404	908,960	1,915,364	63,481	29,869	93,350	6%	3%	5%

Figure 10: Participation in Government Primary Schools in Sindh

In 2017, 4.2 million students attended government school in Sindh, with 46% being girls.³² 78% of students expected to attend primary school in 2018-2019 were enrolled, showing no increase in enrollment since the 2013-2014 school year. In Sindh, 43% of students in primary school are girls, a 3% increase since 2013.³³

Sindh has seen a 1% increase in students attending secondary and higher secondary schools, due to enrollment stagnation for boys but a 4% increase in attendance for girls in both levels.³⁴

The primary school dropout rate in Sindh has decreased from 7% to 6% from 2013 to 2018³⁵. Three common reasons for dropping out include an unwilling child, cost of schooling, and unwilling parents. In both rural and urban areas, the majority of parents who did not want their child to attend school were removing a female child.

Balochistan

Balochistan has the lowest youth literacy and adult literacy rates in the country. Youth literacy in the province totals at 47%, with 60% of males and 32% of females considered literate. Balochistan also has the second highest gender gap in youth literacy, at 28%. Adult literacy in the province is currently 37%.³⁶

884,405 students are enrolled in school across Balochistan, with 699,000 of them in primary school. In 2018, 57% of school-aged children were enrolled in school in the province, an 11% decrease since 2013³⁷. This is the lowest enrollment rate in the country.

At the primary level, enrollment is highest during pre-school at 33% and drops year by year until 5th grade, which has 8% enrollment. This reveals that Balochistan's primary school survival rate is very

³² School Education Statistics, 2016-2017. Sindh Bureau of Statistics, 2017. Accessed from: <http://sindhbos.gov.pk/wp-content/uploads/2019/09/School-Education-Statistics-2016-17.pdf>

³³ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

³⁴ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

³⁵ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

³⁶ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

³⁷ Balochistan Education Statistics 2016-2017. Secondary Education Department, Government of Balochistan, 2017. Accessed from: http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

low at 41%, though this is slightly higher in girls at 44%. Girls make up 42% of the school population but are only able to attend 27% of primary schools³⁸.

Survival Rate to Grade 5 (%)					
Over All Pakistan			Balochistan		
Male	Female	Total	Male	Female	Total
67%	67%	67%	39%	44%	41%

Figure 11: Survival Rate to Grade 5 in Balochistan compared to the national average.

Primary school dropout rate in Balochistan is the highest in Pakistan, at 11%, which is an increase since 2013 when it sat at 9%.

At the secondary level, there are close to 124,000 students in attendance. By this level, girls make up only 38% of the enrolled student body. At the higher secondary level, there is another sharp drop in enrollment to only 61,503 students. There is a 2% decline in the percentage of girls attending this level compared to secondary, at 37%.³⁹

Student-teacher ratio in Balochistan falls well below the national maximum (40:1) at 19.0:1. This is higher at the primary level, where it is 24.5:1, but decreases in secondary and higher secondary.⁴⁰

Khyber Pakhtunkhwa

Khyber Pakhtunkhwa's youth literacy rate, for people ages 15-24, is the second highest in the country at 72%, attributed mostly to a high male literacy rate of 88%. The province also has the largest literacy gender gap, with a 38% gap between men and women, who come in at 50%. Adult literacy rate in Khyber Pakhtunkhwa is 49%, higher only than Balochistan's rate.⁴¹

During the 2017-2018 academic year, Khyber Pakhtunkhwa had 4.3 million students enrolled in school. 3.1 million of these students were enrolled at the primary level, with the remaining divided between secondary and higher secondary. Overall enrollment in school has dropped from 92% to 86%

³⁸ Balochistan Education Statistics 2016-2017. Secondary Education Department, Government of Balochistan, 2017. Accessed from:

http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

³⁹ Balochistan Education Statistics 2016-2017. Secondary Education Department, Government of Balochistan, 2017. Accessed from:

http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

⁴⁰ Balochistan Education Statistics 2016-2017. Secondary Education Department, Government of Balochistan, 2017. Accessed from:

http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

⁴¹ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from:

http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

since 2013. There is no data available for the percentage of girls enrolled in school during 2013, but

Stages	Enrollment	Percentage
Primary (Kachi to Class-5)	3116319	71%
Middle (Class-6 to Class-8)	813898	19%
High (Class-9 to Class-10)	372349	8%
Higher Secondary (Class-11 to Class-12)	78050	2%
Total	4380616	100%

Figure 12: Enrollment percentages by school level in Khyber Pakhtunkhwa.

during 2017 they made up 43% of the student body.⁴²

Student-teacher ratio in Khyber Pakhtunkhwa exceeds the national maximum recommended level of 40:1 in primary schools, but falls below at 19:1 in secondary.⁴³

Primary school survival rate is 87.45% overall in the province, but is higher for girls at 88.91%.⁴⁴ Three common reasons for dropping out include an unwilling child, school being too far away, and unwilling parents. In both rural and urban areas, almost all parents who did not want their child to attend school were removing a female child.

Punjab

Punjab has the highest overall youth literacy rate in the country at 79%, as well as the smallest gender gap, with 82% of men and 75% of women considered literate. The adult literacy rate in Punjab is also the highest, at 61%.⁴⁵

In 2017, 12.3 million students attended public school in Punjab, with over 8 million of those students attending 5th grade or below. This is a 13.5% increase from 2013. Though enrollment in higher

⁴² Annual Statistical Report of Government Schools 2017-2018. Government of Khyber Pakhtunkhwa, 2018. Accessed from: http://175.107.63.45/NewIMUSite/images/reports/ASC2017-18Final_new.pdf

⁴³ Annual Statistical Report of Government Schools 2017-2018. Government of Khyber Pakhtunkhwa, 2018. Accessed from: http://175.107.63.45/NewIMUSite/images/reports/ASC2017-18Final_new.pdf

⁴⁴ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

⁴⁵ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

secondary school remains low at 135,000 enrolled students, this is an increase of 54% since 2013.

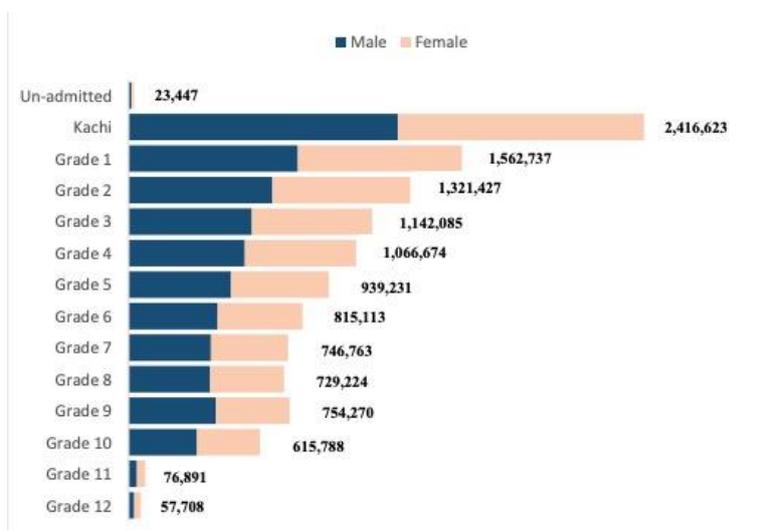


Figure 9: Breakdown of school enrollment in Punjab by grade level and gender.

Except for higher secondary level, enrollment is slightly lower for girls than boys.⁴⁶

Close to 90% of teaching posts and 86% of non-teaching posts are filled in schools in the province, and Punjab has an overall student-teacher ratio of 30.4:1, which is below the maximum national standard of 40:1.⁴⁷

In Punjab, 93% of students complete their primary education. 48% of students attending school in Punjab are girls, but they are less likely to drop out at every grade level. Across both genders, it is most common to drop out of either 1st or 10th grade, at 30% and 13% respectively.⁴⁸ Three common reasons for dropping out include an unwilling child, cost of schooling, and unwilling parents. In both rural and urban areas, all parents who did not want their child to attend school were removing a female child.

In Punjab, close to 100% of girls and 97% of boys in 5th grade successfully transition to 6th grade and enter secondary education. This transition rate drops to 15% for transitions from 10th grade to higher secondary education.⁴⁹

Health and Nutrition

⁴⁶ Report on Annual School Census 2017-2018. Government of Punjab, 2018. Accessed from: https://opendata.com.pk/dataset/3560f1d7-b9ab-4a1d-b0e9-150ae853dd12/resource/30bc89bd-171d-4856-8df0-eb93a58ed06b/download/report_on_annual_school_census_2017_18.pdf

⁴⁷ Report on Annual School Census 2017-2018. Government of Punjab, 2018. Accessed from: https://opendata.com.pk/dataset/3560f1d7-b9ab-4a1d-b0e9-150ae853dd12/resource/30bc89bd-171d-4856-8df0-eb93a58ed06b/download/report_on_annual_school_census_2017_18.pdf

⁴⁸ Report on Annual School Census 2017-2018. Government of Punjab, 2018. Accessed from: https://opendata.com.pk/dataset/3560f1d7-b9ab-4a1d-b0e9-150ae853dd12/resource/30bc89bd-171d-4856-8df0-eb93a58ed06b/download/report_on_annual_school_census_2017_18.pdf

⁴⁹ Report on Annual School Census 2017-2018. Government of Punjab, 2018. Accessed from: https://opendata.com.pk/dataset/3560f1d7-b9ab-4a1d-b0e9-150ae853dd12/resource/30bc89bd-171d-4856-8df0-eb93a58ed06b/download/report_on_annual_school_census_2017_18.pdf

Sindh

Sindh faces challenges made clear by poor performance on multiple health indicators and outcomes, but it has shown improvement recently.

Infant mortality and under-5 mortality in Sindh are 60 and 77 per 1,000 live births. While this is higher than the national average, it has decreased significantly as the under-5 rate has dropped from 89% in years prior. Sindh performs higher than the national average on both pre-natal and post-natal check-ups.⁵⁰ Half of children in Sindh are also considered growth-stunted.

Sindh falls well below the national average on immunizations at just 50% of children being fully vaccinated, compared with 68% throughout the country.⁵¹

Balochistan

Balochistan's health sector faces significant challenges as evidenced by the province's poor health indicators in relation to the national averages. The province performs worse on all health outcomes as well as on health service utilization.

Infant mortality and under-5 mortality in Balochistan are 66 and 78 per 1,000 live births, while the total fertility rate is 4.2.⁵² Only 38% of infant deliveries in Balochistan are attended by a skilled birth attendant compared to 69% at the national level. Almost half of all children under 5 are considered stunted in the province as well. Contraceptive usage is low as well at 14%, 9% below the national average.⁵³

Infant and under-5 mortality rates are trending better, but the province still suffers from low utilization of essential maternal and child health services, leaving many children un-vaccinated to measles, mumps, and rubella. Currently, only 28% of children in Balochistan have recorded full immunization.

Khyber Pakhtunkhwa

Khyber Pakhtunkhwa performs better on than the national average on some health indicators and worse on others.

Infant mortality and under-5 mortality in Khyber Pakhtunkhwa are 70 and 40 per 1,000 live births. These figures dropped steeply from 96 and 90 in the early 2000s and has recently plateaued.⁵⁴ The province performs lower than the national average on both pre- and post-natal visits.

⁵⁰ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

⁵¹ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

⁵² Balochistan Human Capital Investment Project. World Bank, Accessed from: http://emis.gob.pk/Uploads/ESMF_BHCIP_Final.pdf

⁵³ Balochistan Human Capital Investment Project. World Bank, Accessed from: http://emis.gob.pk/Uploads/ESMF_BHCIP_Final.pdf

⁵⁴ Reducing Maternal and Child Mortality in Khyber Pakhtunkhwa. USAID, 2015. Accessed from: https://evidenceproject.popcouncil.org/wp-content/uploads/2015/11/Reducing-Maternal-and-Child-Mortality-in-KP_Policy-Brief.pdf

Khyber Pakhtunkhwa's childhood immunization rates are only slightly trailing behind the national average of 68% at 62%.⁵⁵

Punjab

Punjab faces similar issues to the rest of Pakistan in relation to health, but does perform better than average on many indicators.

Infant mortality and under-5 mortality in Punjab are 77 and 112 per 1,000 live births. Punjab performs higher than the national average on both pre-natal and post-natal check-ups, at 78% and 34% respectively 34% of children in Punjab are also considered growth-stunted, lower than anywhere else in the country.⁵⁶

Punjab also has the highest immunization rate in Pakistan, at 81%.

Employment and Occupations

Sindh

According to the Labor Force Survey of 2018, Sindh's participation in the labor force is 30%, close to the national average. Participation in men is slightly higher than average, while participation in women is lower.⁵⁷

Balochistan

The 2018 labor force survey places Balochistan's participation in the labor force at 27.6%, lower than the national average. Balochistan has the lowest level of participation from women, at only 4% which is a 7% drop from the province's figure in 2014.⁵⁸

Khyber Pakhtunkhwa

According to the Labor Force Survey of 2018, participation in the labor force is the lowest in Khyber Pakhtunkhwa, at 24.4% compared to the national 31.7%. Two major contributing factors are youth unemployment and very low female unemployment in Khyber Pakhtunkhwa compared to all other provinces.⁵⁹

In 2018, the unemployment rate in the province was 7.2%, higher than the national 5.9%.

Punjab

⁵⁵ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

⁵⁶ Pakistan Social & Living Standards Measurement Survey. Pakistan Bureau of Statistics, 2019. Accessed from: http://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm2018-19/pslm_report_2018-19_national_provincial.pdf

⁵⁷ Labour Force Survey 2017-18. Pakistan Bureau of Statistics, 2018. Accessed from: http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/Annual%20Report%20of%20LFS%202017-18.pdf

⁵⁸ Labour Force Survey 2017-18. Pakistan Bureau of Statistics, 2018. Accessed from: http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/Annual%20Report%20of%20LFS%202017-18.pdf

⁵⁹ Labour Force Survey 2017-18. Pakistan Bureau of Statistics, 2018. Accessed from: http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/Annual%20Report%20of%20LFS%202017-18.pdf

The 2018 Labor Force Survey places Punjab's participation in the labor force at 35%, 3% higher than the national average. Women in particular are participating over 4% more than average.⁶⁰

Gender:

In Pakistan, gendered barriers to access and participation impact women and girls across socioeconomic classes, rural/urban divide, ethnic, religious and cultural differences. These impacts are further exacerbated by structural issues that are entrenched in social, economic and political structures. These include access and ownership of land, economic opportunities, care-work, feudalism and tribal structure. In the education sector specifically, female students face a diversity of barriers leading to varying level of gender disparities in education related statistics including low literacy rates, high learning poverty and a significant majority of out of school children being girls. These disparities are a result of poor service delivery, low public investments, economic stressors leading to lower incomes, preferences for male education and/or cultural restrictions (mobility barriers, security concerns, early marriages)⁶¹.

When comparing literacy rates amongst men and women, the largest variation is in Balochistan where the male literacy rate is 61% whereas the female literacy rate is 29%⁶². Additionally, 54% of out of school children in Pakistan are girls⁶³. According to the 2020 GSMA report, only 37% of Pakistani men have access to a mobile internet and that percentage drops drastically for women – only 19% of women have access to mobile internet⁶⁵. In terms of digital inclusion, the gender divide stands at 65% (for access to the internet), and 51% (for access to the mobile phone)⁶⁶. Additionally, there has been a steady rise in gender-based violence in both rural and urban settings.

Research conducted by the Pakistan Demographic and Health Survey (PDHS) on ever-married women (between ages 15 to 49) reported that 39% women faced physical abuse and/ or emotional violence from their husband. A household survey of 2012 reported that 80% of women were victims of psychological violence; 75% women had faced physical violence, 66% had experienced sexual violence; and 47% of pregnant women experienced physical violence during pregnancy⁶⁷. According to the Human Rights Commission of Pakistan (HRCP), the prevalence of domestic physical violence is 65% and sexual violence is reported as 30.4%, which causes psychological, physical, emotional and mental harm to survivors.⁶⁸

⁶⁰ Labour Force Survey 2017-18. Pakistan Bureau of Statistics, 2018. Accessed from: http://www.pbs.gov.pk/sites/default/files//Labour%20Force/publications/lfs2017_18/Annual%20Report%20of%20LFS%202017-18.pdf

⁶¹ Tahir, Muhammad. "Domestic Violence against Women in Pakistan and its Solution from an Islamic Perspective: A Critical and Analytical Study." *Available at SSRN 2986723* (2017).

⁶² https://www.finance.gov.pk/survey/chapters_21/10-Education.pdf

⁶³ <https://www.dawn.com/news/1643918>

⁶⁴ <https://mathsandscience.pk/publications/the-missing-third/>

⁶⁵ chrome-

extension://efaidnbmnnnibpcjpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.gsma.com%2Fasia-pacific%2Fwp-content%2Fuploads%2F2020%2F06%2F24253-Pakistan-report-updates-LR.pdf&clen=2072935&chunk=true

⁶⁶ <https://aurora.dawn.com/news/1144125>

⁶⁷ UNDESA, "Guidelines for Producing Statistics on Violence against Women" Statistical Surveys (2014).

Qayyum K., "Domestic Violence against Women: Prevalence and Men's Perception in PGRN Districts of Pakistan" (Rutgers WPF, 2014).

⁶⁸ Human rights commission of Pakistan, "Annual report: Violence against Women in Pakistan", (Islamabad, 2004).

In addition to gender-based violence, practices such as corporal punishment that enable violence against students will also be part of the social baseline.

The section below present province-wise gender equality, and violence against women statistics and trends:

Khyber Pakhtunkhwa:

Khyber Pakhtunkhwa has frequently faced the challenge of gender discrimination. Although, there are a total of 28,178 government schools in KP, gender disparity is visible in terms of number of schools for boys in comparison to those available for girls. A total of 63 % boys have access to schools where as only 37% girls are able to access educational institutes⁶⁹. Additionally, by analyzing gender gaps in enrollment in Khyber Pakhtunkhwa, it is apparent that there is a stark difference in boy and girl enrolment to the point that even in private schools, female enrolment is 32% less than male enrolment. Khyber Pakhtunkhwa currently does not have a law or codes of conduct for public school teachers that prohibit corporal punishment.

Balochistan:

Female literacy is the lowest in Balochistan out of all of Pakistan (29%). There are a number of structural, social, cultural, historical, political and economic reasons for this. These factors also contribute to the marginalization of women, exposing them to various forms of gender-based discrimination, violence and scrutiny. According to the Human Rights Commission Report 2015, there were a reported 939 harassment and rape cases, whereas cases on acid attacks rose up to 143 in one year. The cases on domestic violence were reported as 279 inclusive of criminal acts such as murder, amputation and beating (Human Rights Commission,2015)⁷⁰. With regards to corporal punishment, the government of Balochistan has issued a notification banning all forms of corporal punishment in schools in the province.

Punjab

Punjab has a female literacy rate of approximately 70%⁷¹. The province fares better in gender related indicators than the rest of the country, however, according to the Punjab Gender Parity Report 2018, cases of GBV are also on the rise. Few reported cases include rape (3083), murder (922), honor killing (222), and domestic violence (361). The province has help desk services for GBV victims and out of 711 total police stations, 696 in Punjab have established front desk that are managed by female staff. There are also special courts for GBV. In 2017, the Lahore High Court and district judiciary inaugurated Pakistan's first Gender Based Violence Court to streamline cases involving female survivors of VAW. Similarly, for women empowerment, the province has also taken special initiatives for legal, economic development, education, health and political⁷². With regards to corporal punishment, the Punjab School Education Department issued a notification banning all forms of corporal punishment in schools in 2018.

Sindh

⁶⁹ http://aserpakistan.org/document/asere_policy_briefs/2016/Gender-Disparity-in-Khyber-Pakhtunkhwa-Rural-with-respect-to-education.pdf

⁷⁰ <https://www.justice.gov/eoir/page/file/1250691/download>

⁷¹ chrome-

extension://efaidnbmnnnibpcajpcgclefindmkaj/viewer.html?pdfurl=http%3A%2F%2Fbos.gov.pk%2Fsystem%2Ffiles%2F9.Literacy_and_Education.pdf&clen=1027709

⁷² Environment and Social Management Framework; Punjab Human Capital Investment Project, 2019

District wise literacy levels, enrolment, and dropout rates at the primary and the secondary levels from 2010 onwards have widened the gender gap in Sindh. Karachi being the largest metropolitan city of Pakistan, has one of the highest female literacy rates in Pakistan which is 78%. Gender Parity Index (GPI) for schools in Karachi is estimated to be 1.23, according to RSU Sindh Education Profile 2014-15. Number of female teachers in schools is more than double of the male teachers.

Labor force participation rates remain low for women in Sindh overall, at just 15.88% for the province as whole, compared to 70.3% for men. Representation of women at the decision-making level is also low. The provincial assembly of Sindh has 168 members, of which 29 are women; all of the women legislators have been nominated against seats reserved for women.

A number of pro-women laws exist in Sindh such as the Domestic Violence (Prevention and Protection) Bill 2013. There is also the Sindh Child Marriage Restraint Act (2014), and an Anti-Harassment law along with a PCSW. GBV response services are being offered and run by government departments at the district and taluka level. The Women Development Department (WDD)⁷³, Government of Sindh, works for the protection and promotion of Women's rights, gender equity and equality in public sector or in particular and society in general. However, despite all of these achievements, implementation of the laws remains weak and there is a high prevalence of violence against women and girls in the province. According to 2012-2013 PDHS, the prevalence rate of physical violence against women in Sindh is 25%. Honor killings, rape, gang rape, kidnappings, acid crimes, child and early forced marriages, and forced conversions with marriages of Hindu girls to Muslim boys are all common occurrences throughout the province, tied to a predominantly feudal system. Jirgas are common in Sindh.^{74,75}

Indigenous People in Pakistan:

An indigenous group of people are those individuals who have historical continuity with pre-colonial or pre-settler societies; a strong link to territories and surrounding natural resources; a distinct social, economic, or political system along with distinct language, culture and belief system. In Pakistan, The Kalash of Chitral district in KPK is recognized as indigenous. Kalash tribe represents a unique culture dating back to at least 3,000 years. Once scattered all over Chitral valley, are now confined in three main valleys of Bumburet, Rumbur, and Birir. Their current population is a little over 4,100⁷⁶ people in approximately 543 households.

According to 2017 census report Ayun UC has 27 villages with total population of 28,182 individuals and 3,983 households with average household size of 7.07. Kalash population lives in 15 villages of Ayun UC with total population of 4,100 (2013), which is 14.5% of Ayun's total population.

Like many languages in the southern Himalaya, Kalash is a Dardic language. Many Kalash speakers know Khowar, another Dardic language used in the region in interethnic contacts, and Urdu, the national language of Pakistan.

In order to meet their economic demands, people of this valley majorly rely upon on forest products, fruit trees and agriculture which is mostly women's work, and transhumant animal husbandry, which takes the men and their flocks to the lower pastures for winter and then to high mountain pastures in summer. Ultimately, for access to education and official documents, many Kalash children attend primary schools, and some attend secondary schools and universities. In Kalash, school children are

⁷³ <https://sindh.gov.pk/dpt/WDD/index.html>

⁷⁴ Environment and Social Management Framework; Karachi Neighborhood Improvement Project, 2018

⁷⁵ Challenging Gender Based Violence in Pakistan Program - Independent Evaluation Report; 2017

⁷⁶ 2013 Census of Pakistan

taught in the Kalash language where they learn about their religion and culture. There is not enough space in private Kalash schools for all of the Kalash children of primary school age. Nearby primary schools run by the Government of Pakistan do not teach in the Kalash language, but in Urdu and English. For secondary education, only government-run schools are available in the region; they do not teach in the Kalash language or about Kalash religion and culture, and have mandatory Islamic studies as part of their curriculum.⁷⁷

Languages

Sindh

	Urdu	Punjab i	Sindhi	Pashto	Balochi	Saraiki	Others
Total	21.05	6.99	59.73	4.19	2.11	1.00	4.93
Rural	1.62	2.68	92.02	0.61	1.50	0.32	1.25
Urban	41.48	11.52	25.79	7.96	2.74	1.71	8.80

Other languages spoken in Sindh include Last, Kutchi, and Thari.

Balochistan

	Urdu	Punjab i	Sindhi	Pashto	Balochi	Saraiki	Others
Total	0.97	2.52	5.58	29.64	54.76	2.42	4.11
Rural	0.21	0.43	5.27	32.16	57.55	1.87	2.51
Urban	3.42	9.16	6.57	21.61	45.84	4.16	9.24

Other languages spoken in Balochistan include Brahui and Hazaragi.

Khyber Pakhtunkhwa

	Urdu	Punjab i	Sindhi	Pashto	Balochi	Saraiki	Others
Total	0.78	0.97	0.04	73.9	0.01	3.86	20.43
Rural	0.24	0.24	0.02	73.98	0.01	3.99	21.52
Urban	3.47	4.58	0.11	73.55	0.03	3.15	15.11

Other languages spoken in Khyber Pakhtunkhwa include Chitrali, Kohistani, and Hindko.

Punjab

⁷⁷ Indigenous People Planning Framework (IPPF) as part of National Disaster Risk Management Fund

	Urdu	Punjab	Sindhi	Pashto	Balochi	Saraiki	Others
Total	4.51	75.23	0.13	1.16	0.66	17.36	0.95
Rural	1.99	73.63	0.15	0.87	0.90	21.44	1.02
Urban	10.05	78.75	0.09	1.81	0.14	8.38	0.78

Religion

Sindh

Sindh is predominantly Muslim, at 93.31% of the total population. It is also home to the largest percentage of Hindus of any province, at 6% of the population. Christians, and Scheduled castes make up under 1% of the population each.⁷⁸

Balochistan

Balochistan is 98.75% Muslim, all other religions account for less than one percent of total population each.⁷⁹

Khyber Pakhtunkhwa

Khyber Pakhtunkhwa is 99.5% Muslim, with Christians, Hindus, combined make up the other 0.5% of the population.⁸⁰

Punjab

Punjab is predominantly Muslim, at 97.21% of the total population. 2.3% of people living in Punjab are Christian, and there are small numbers of Hindus, and scheduled castes as well.⁸¹

⁷⁸ Population by Religion. Pakistan Bureau of Statistics, 2016. Accessed from: <http://www.pbs.gov.pk/content/population-religion>

⁷⁹ Population by Religion. Pakistan Bureau of Statistics, 2016. Accessed from: <http://www.pbs.gov.pk/content/population-religion>

⁸⁰ Population by Religion. Pakistan Bureau of Statistics, 2016. Accessed from: <http://www.pbs.gov.pk/content/population-religion>

⁸¹ Population by Religion. Pakistan Bureau of Statistics, 2016. Accessed from: <http://www.pbs.gov.pk/content/population-religion>

Stakeholder Engagement and Information Disclosure

Objectives of Stakeholder Engagement

The Environmental and Social Standard ESS 10 requisites for providing stakeholders with timely, relevant, understandable, and accessible information and consult with them in an appropriate manner. The project has developed a stand-alone Stakeholder Engagement Plan to ensure compliance with the ESS 10 requirements and thereby assuring the over-all environmental and social sustainability in the design and implementation of the project. This SEP outlines the ways in which the project team will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about project and any activities related to the project. In the context of infectious diseases, broad, culturally appropriate and adapted awareness raising activities are particularly important to properly sensitize the communities to the risks related to infectious diseases.

Specific objectives of stakeholder's engagement and public consultation are:

- Creation of a systematic approach to stakeholder's engagement that will help MoFEPT identify stakeholders and build and maintain a constructive relationship with them, in particular project affected parties and the provincial line departments/government
- Assessment of the level of stakeholder engagement and support required for successful project execution and integration of stakeholder's views in the project design, environmental and social performance.
- Provision of means and devising of mechanism for effective and inclusive engagement of project affected parties throughout project life cycle around concerns that could impact them
- Disclosure of project information to stakeholders related to environmental and social risks and impacts in a timely, understandable, accessible and appropriate manner and format.
- Provision of project-affected parties with accessible and inclusive means to raise issues and grievances and allow MFEPT to respond to and manage such grievances.

Consultation Process

Different tools, techniques and methods will be used for engagement to cover different needs of the stakeholders. Given the nature of the project, the strategy for stakeholder engagement is heavily focused on on-going information disclosure and dissemination that is efficient, transparent, and addresses the needs of different stakeholders. The design and means of stakeholder engagement will be adapted to the current social distancing requirements that are based on electronic and virtual modalities. The Project Coordination Unit (PCU) in MoFEPT will work on ensuring that virtually disseminated information is in line with the standards of information sharing that was implemented pre-COVID 19. A precautionary approach will be taken to the consultation process to prevent infection and/or contagion, given the highly infectious nature of COVID-19. The following are some considerations for selecting channels of communication, in the light of the current COVID-19 situation:

- a) Avoid big public gatherings (taking into account national restrictions or advisories), including public hearings, workshops and community meetings;
- b) If smaller meetings are permitted/advised, conduct consultations in small-group sessions, such as focus group meetings with strict Covid-19 protocols in place. If not permitted or advised, make all reasonable efforts to conduct meetings through online channels;
- c) Diversify means of communication and rely more on social media and online channels. Where possible and appropriate, create dedicated online platforms and chatgroups appropriate for this purpose, based on the type and category of stakeholders;

d) Employ traditional channels of communications (TV, newspaper, radio, dedicated phone-line, and mail) where stakeholders do not have access to online channels or do not use them frequently. Traditional channels can also be highly effective in conveying relevant information to stakeholders, and allow them to provide their feedback and suggestions;

e) Where direct engagement with project affected people or beneficiaries is necessary, identify channels for direct communication with each affected household via a context-specific combination of email messages, mail, online platforms, dedicated phone line with knowledgeable operators;

f) Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders

Given the emergency nature of this operation and the transmission dynamics of COVID-19, consultations during the project preparation phase were limited to technical discussions with the MoFEPT office and focal points/relevant officers of the provincial education departments. In May 2020, virtual meetings with the following were undertaken for preliminary information gathering:

- Mr. Fahad Jamal, Section Officer, MoFEPT
- Mr. Ghulam Ali Baloch, Secretary Education, Balochistan
- Mr. Qaiser Rashid, Additional Secretary Education, Punjab

Further consultations with other stakeholders will be undertaken once these documents are updated and disclosed to the relevant provincial focal points. This will be done through an e-consultation mechanism engaging different institutional stakeholders including Government Departments, International NGOs, Local NGOs and Academia.

It can be noted that a separate standalone document detailing the appropriate stakeholder engagement process, plan on the social and environmental risks and mitigation disclosure namely the stakeholder engagement plan is synthesized in the following section.

Stakeholder Identification and Analysis

Stakeholders for this Project have been identified in the following categories:

1. Affected Parties (APs)
2. Other Interested Parties (OIPs)
3. Disadvantaged/Vulnerable Individuals and Groups

Affected parties:

ESS10 defines Affected Parties as “those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, wellbeing, or livelihoods. These stakeholders may include individuals or groups, including local communities”. In the project context affected parties refer to all those stakeholders who are either involved in direct implementation of the project components, who are recipients of the project benefits, or/and those who are likely to be adversely impacted by it.

The following stakeholders are direct beneficiaries of the project

- **Students:** Students of public academic institutes from grades one to twelve
- **Parents and Community Groups:** Parents and community groups representing community children in underserved stations including elected groups, public servants and key notable individuals who wield significant influence in project locale

- **School Faculty:** Teachers, headmasters/mistresses (HMs), instructors of master training programmes
- **Education sector officials and departments:** Provincial education departments, directors of primary and secondary education departments, district education officers (DEOs), and *taluka* education officers (TEOs)

Other Interested Parties:

The term, Other Interested Parties (OIPs) refers to individuals, groups, and/or organizations with an interest in the project, which could be because of the project location, its characteristics, its impacts, or matters related to public interest. Using this definition from ESS10, the OIPs in this project are stakeholders who will facilitate and complement project efforts either through financial means, service delivery, sensitization and/or outreach support and are identified as the following:

- **Telecommunication companies, broadcast industry,**
- **Private sector**
- **Development partners:** United Nations (UN) Agencies, Non-Governmental Organizations (NGOs), and community leaders.

Disadvantaged/Vulnerable individuals and groups:

Disadvantaged in this context includes individuals and/or groups of individuals who are the direct beneficiaries of the project, but are at risk of being further alienated/marginalized. Socio-cultural and structural demand-side barriers combined with economic factors and supply-side issues together are likely to hamper outreach to the following segments of society:

- **Marginalized groups:** In particular girls especially from lower socioeconomic households, children with disability, children in disadvantaged areas, refugees, out of school children, internally displaced populations.
- **Minorities:** Children belonging to ethnic, linguistic and religious minorities, and children on-the-go in acquiring and continuing primary and secondary education through alternative means.

Stakeholder Consultation Results and Feedback (till date)

Summary and Results of Consultations:

Given that the consultation process was hampered due to COVID related restrictions, the project has made use of the stakeholder feedback during similar online learning projects and has built upon the limited physical consultations that were carried out with relevant stakeholders. Furthermore, detailed consultations were conducted under the ASPIRE program that also inform the development of this ESMF. Accordingly, the following relevant points have been collated and summarized below:

Affected Persons

- As per the 18th Amendment, education is a provincial subject and course content and syllabi may vary. Digital and online learning resources need to complement commonalities in the existing course contents. Hence, the content should be more focused on reinforcing already learned content in classroom, especially by primary level students rather than introducing new concepts. Content translation in local and regional languages will be required for effective learning and comprehension
- While developing the capacity building strategy of teachers to deliver online learning, the Continuous Professional Development (CPD) model can be considered. It has already been piloted in some districts of Sindh and Punjab. The model leverages on school clustering at the district level to identify and train Guide Teachers and Subject Coordinators to coach teachers at the

Union Council (UC) level. Transforming teaching practices through introduction of EdTech services is an integral component of CPD. Training modules are available with reputable development organizations and NGOS, like the British Council

- Some affected districts do not have Internet coverage. In Balochistan especially, internet access to six to seven districts is denied due to security restrictions. Connectivity and coverage are likely to be poor in remote and far-flung rural areas too.
- Data from the Pakistan Telecommunication Authority (PTA) (2019) reveals that overall, in Pakistan tele-density of cellular subscribers is 76.16 percent, whereas 3G/4G penetration and broadband penetration stand at 35.90 percent and 36.86 percent respectively. Public-Private Partnerships (PPPs) are required with telecommunication and private companies for increasing internet coverage and distribution of computers/tablets for promoting online learning.
- Provincial education departments in general are considering two contingencies for which the budgetary requirements are different. In case of schools opening, investments will be required in distribution and availability of protective, sanitary, and sanitization materials and services. If home learning approach is adopted in medium to long-term, then investments in developing digital contents and its distribution is required.
- As mode of operations in teaching are likely to remain fluid, it is important to elucidate the expectations in Student Learning Outcomes (SLOs) simultaneously. Provincial education departments need to mobilize relevant line departments to prepare, approve, and disseminate shortened SLOs timely.
- Public schools in general are overcrowded. Once schools open, different approaches and strategies, including staggered timings, rotation, multiple shifts will be required to maintain the protocols of safe distancing as much as possible.
- Training and continuous support systems/help desks required for teachers, Head Masters/Mistresses (HMs) as they transition from classroom teaching to online delivery and pedagogical methods. Similarly, students require focal points to reach out to in case of technical issues in electronic gadgets or learning applications
- Effective two-way communication is essential between federal and provincial education agencies and between provincial education and line departments to coordinate project activities. It is suggested that reporting and progress monitoring templates are developed and shared across the board for effective data and information management.
- As provincial departments transition from conventional means of communications to digital, it is important that decisions are tracked officially for accountability and evaluation of progress.
- Teachers close to retirement or with no experience of online pedagogies will find the transition difficult. Provincial education departments need to identify and mobilize teachers who possess skills and knowledge of working with digital gadgets and content to cascade to other and for effective and faster implementation.

Other Interested Parties

- In all provinces United Nations Children's Fund (UNICEF) and other development organizations are engaged in education projects. Provincial education departments need to draw broader technical and financial plans to ensure optimum utilization of available funds for different components of their Covid-19 response and resilience efforts to avoid duplication of work.
- Provincial education departments should coordinate with each other to stay abreast of successful interventions. They need to share lessons from the pilot projects initiated in different districts for replication. For example, in Balochistan a home visit project by the name of Mera Ghar, Mera School (My Home, My School) has been launched. Similarly, all provincial education departments are either developing or considering developing digital content. If the content is of similar nature and quality, they can share their content with other provinces to divide or save costs

- Developing and using digital content can entail significant costs for both provincial education departments and students/parents. Public Private Partnerships (PPPs) with telecommunication companies and private sector are essential to provide cost-effective schemes and packages.
- Teleschool was launched in response to sudden school closures. To date it has been broadcasting daily lessons grade wise, the timetable for which is available on the MoFEPT website. Whereas, its impact is going to be assessed in a separate survey, the provincial education departments need to encourage the district education administration to include Teleschool viewing as part of their alternative learning plans and to create awareness about it.
- Provincial education departments also need to revive connections with managers and implementers of previous education projects to garner community involvement to support teachers, TEOs and DEOs in taking forward alternative learning plans. Educate a Child, teach for Pakistan and other projects had, in the past, worked in close partnership with school administration and communities through creation of volunteer networks. These projects have tried and tested outreach plans, strategies, implementation tools, and learning resources that can add value to the require outreach initiatives for this project

Disadvantaged and Vulnerable Groups

- The chances of school drop-outs are likely to increase as parents and students struggle to access alternative means of learning, migration to rural home towns/villages due to unemployment, increased responsibilities on school-aged children to assist in household work and/or their engagement in labor/agricultural/economic activities. Proper systems need to be established and announced to accommodate student transfers and to include them in education plans.
- In the current situation conventional methods of enrollment of new students or recruitment drives for OOSC is unlikely to be effective. However, as alternative learning programs are flexible, they offer an exciting opportunity to engage OOSC who otherwise could not participate in conventional education systems because of their binding and routine oriented requirements. Targeted interventions are required to bring OOSC in the fold of new and out-of-school learning paradigms.
- Girls in particular, especially those from lower socioeconomic households have been deeply impacted by the Covid-19 pandemic. Pre-Covid girls' education statistics were dismal, and Covid-19 has only exacerbated these disparities. Due to socioeconomic variables, girls are at-risk of never making it back to school, taking on the double-burden of care work and school work at home, early child marriages or being targets of gender-based violence. Hence, this project must account for girls through all tiers and stages of project design, from inception, to implementation to analysis and data collection.
- Children with disability, minorities, IDPs and refugees are also at-risk of further marginalization due to Covid-19 and a lack of access to online learning tools and/or restrictive learning pedagogies and tools.

Plan for Stakeholder Engagement

The plan for engaging specific stakeholder parties is designed linking engagement strategy with addressing key areas of consultation:

Stakeholder group	Key topics of consultation	Methods and channels	Timing
<i>Students and Parents of Public Schools (Grades 1 to 12)</i>	Usage of online learning materials; Comprehension levels; Engagement and interest; Challenges in accessing offline and online learning materials;	Rapid assessment surveys; Quarterly and annual monitoring evaluations	Throughout project period

Stakeholder group	Key topics of consultation	Methods and channels	Timing
	Satisfaction levels with alternative learning arrangements; Good practices; remedial needs; school re-opening safety and future course of education; Grievance Redress Mechanism (GRM)		
Provincial Education Departments	Analysis of district level requirements; Dissemination of differentiated teaching strategies and options; Development of education plans; school safety; Review and feedback to line managers; GRM	Annual Planning Workshop with MoFEPT and line departments (online or if physical then with safe distancing protocols); Monthly provincial progress reports/updates; Monthly, quarterly and annual provincial M&E reports	Throughout project period
Telecommunication and Broadcast Industry	Schemes/packages for low-cost Internet use for education specific value-added services; TV and Radio programing and broadcasting schedules; Content development	Joint sessions (online) as and when required	Throughout project period
Development Sector Partners	Financial opportunities and partnerships; Factors contributing to, and strategies to engage girls, marginalized children and OOSCs in online learning initiatives; Key lessons learnt and best practices from the past projects	Participation in Disaster Risk Resilience (DRR) and Local Education Group (LEG) meetings if and when required	Throughout project period

Information Disclosure Framework

The table below will manage the stakeholder groups in terms of their key characteristics, a calculation of supply and demand along with the possible means of accessing them. Following are the key arrangements for the given task.

Stakeholder Groups	Key Characteristics	Specific Needs	Preferred Methods	List of Information to be Disclosed
Students of Public Schools and Colleges	50 million children enrolled in the education are impacted by school closure from COVID-19; NERRP Covid-19 outlines different outreach strategies that include zero tech, low tech, and high tech means of learning; as an immediate response to support continuity in learning Teleschool – <i>Taleem Ghar</i> : a learning program, is being broadcast on Pakistan Television (PTV) and other cable TV networks; access to PTV overall is significant; the broadband coverage in Pakistan is only 36.86 percent, which means online learning systems need to be augmented for affected students to avail online learning options	<ul style="list-style-type: none"> - Grade wise of-line and low-tech materials to high tech online materials - Tablets - Internet connectivity devices - Translation of online learning material and exercises in local languages - Soft/hard copies of exercises and worksheets - Books and magazines - Stationery items - Campaign materials in local and native languages for dissemination - Updates on school opening, closures, exam dates or cancellation, information on promotions to next grades, admissions and student transfers through reliable sources and notifications 	Free online learning content; Outreach activities; SMS/WhatsApp notifications on learning resources; in school dissemination as when schools reopen.	<ul style="list-style-type: none"> - Teleschool timetable - Website details of learning materials for students - Distribution plans of offline materials - Criteria for distribution of tablets and Internet connectivity devices - Phone number for information on getting access to online/offline learning materials - Information on GRM
Provincial Education Departments	They include directors of primary and secondary education, DEOs, TEOs, HMs, and Teachers of public education sector; As the project targets disadvantaged	<ul style="list-style-type: none"> - Training in managing online consultations and planning - Tablets/Computers to run online classes - Internet access - Teacher guides 	Online meetings; Phone calls; Notifications through e-mail and WhatsApp messages as and when required	<ul style="list-style-type: none"> - Project documents, summary, and implementation plans - Training resource materials

Stakeholder Groups	Key Characteristics	Specific Needs	Preferred Methods	List of Information to be Disclosed
	<p>populations settled in rural and remote areas, Provincial Education Departments will need technology-based solutions to extend support to rural/remote schools, in addition to in- person visits; Develop partnerships with local leaders and engage School Management Committees more affectively to support alternative education initiatives;</p>	<ul style="list-style-type: none"> - Travel Allowance (TA) in case of home visits - Training in running online sessions - Refreshments for training - Trainings on safeguards and GRM. 		<ul style="list-style-type: none"> - Project reporting formats - Project progress reports - Information about GRM
<p>Telecommunication and Broadcast Industry</p>	<p>These companies are to be involved in developing and offering schemes/packages for low-cost Internet use for education specific value- added services; Will be important partners, either as vendors or through corporate social responsibility programs including TV and Radio programing and broadcasting and the method of engagement is yet to be finalized</p>	<ul style="list-style-type: none"> - Project information including areas with low internet access - Information on the kind of support 	<p>Virtual meetings and consultations; Information on websites; Advertisements on electronic and print media</p>	<ul style="list-style-type: none"> - Memorandum of Understanding (MoU) - Details of packages and services
<p>Development Sector Partners</p>	<p>NGOs, UN Agencies, other civil society and community-based organizations</p>	<p>Funding and partnership opportunities; Extent of support; Data and figures on targeted beneficiaries especially OOSC, girls and marginalized children; Lessons</p>	<p>Participation in DRR and LEG meetings if and when required</p>	<ul style="list-style-type: none"> - Project or partnership documents - Project reports - Grant announcements

Stakeholder Groups	Key Characteristics	Specific Needs	Preferred Methods	List of Information to be Disclosed
		from past projects; Outreach capacity		
PDMA s	Responsible for managing/coordinating response and relief efforts for Covid-19	Level of engagement with Provincial Education Departments; Contingency plans for different eventualities; level of preparedness; Awareness campaigns; Specific needs; Challenges	DRR meetings as and when required	<ul style="list-style-type: none"> - Disaster Management Plans - Information about GRM
Vulnerable Groups	Include OOSC, children and persons with disability, children on the move, children belonging to ethnic and linguistic minorities, refugees, IDPs, girls, and female staff	Relevant online learning materials; Targeted enrolment interventions; Awareness of GBV mitigation.	Rapid assessment surveys; Quarterly and annual monitoring evaluations; Participation of representative NGOs in LEG meetings as planned	<ul style="list-style-type: none"> - Survey Reports - Project Progress Reports - LEG meeting minutes - Information about GRM

Social and Environmental Impact and Mitigation

Assessment of Environmental and Social Risks

This section describes the potential environmental and social risks of the project, as well as key mitigation measures needed to minimize impacts. Details around implementation of mitigation measures, including relevant screening and monitoring tools, and institutional responsibility are provided in the next section.

As none of the project activities will involve physical or civil works, no sensitive environmental features are expected to be impacted.

Design and Procurement Phase

Incomplete or improper targeting of beneficiaries

Subcomponents 1.1 and 2.2 involve the direct distribution of learning materials—including school supplies, ICT equipment, reading materials and assignments—to economically underprivileged students and girls. While the precise eligibility requirements for these resources will be determined by the provincial education departments, it is crucial that the targeting mechanisms are robust and provide a complete enough data set to allow for maximum possible coverage of students meeting the eligibility criteria. Failure to do so could result in further marginalization of economically underprivileged students, who may then be at risk of dropping out.

Additionally, the eligibility criteria must also be set so as not to exclude other commonly disadvantaged groups, including PWDs and minorities/indigenous populations.

Mitigation

This risk can be mitigated by:

- Ensuring that staff involved in developing targeting mechanisms are trained and aware of issues faced by economically underprivileged students, PWDs, girls, and other commonly disadvantaged groups.
- Institutionalization of social inclusion in all project processes and decision-making.
- Ensuring that targeting mechanisms use high quality and coverage data sources to identify beneficiaries.
- Recruit support of parent teacher councils where possible.
- Proper monitoring mechanisms in place.

Targeting only public sector schools

The project targets public sector schools through the MoFEPT and the provincial education departments. There is a significant risk of overlooking students who are not in the public-school system, but instead receive their education at low-cost private schools. It is a fair assumption that students attending private schools will typically have greater socioeconomic means than those in the public-school system, however studies have shown that around one in five of Pakistan's poorest families send their children to low-cost private schools⁸². This means that the project will not serve the portion of students who are attending low-cost private schools. Additionally, low-fee private

⁸² <https://www.worldbank.org/en/programs/sief-trust-fund/brief/investing-in-the-education-market-strengthening-private-schools-for-the-rural-poor>

schools are likely to be less resilient to the economic impacts of school closures due to COVID-19⁸³, and are unlikely to have the resources to implement distance learning and COVID-safe operation measures. As a result, children attending low-fee private schools are at greater risk of dropping out due to the impacts of the pandemic.

Mitigation

- With the likely closure of many low-cost private schools due to the COVID-19 pandemic, it is expected that some students will transfer into the public-school system. A module should be developed to train teachers on helping these students transition into a new learning environment
- Low-cost private schools typically follow the same curriculum (though with different learning materials) as public schools, and students sit for the same board exams administered to public school students. The distance learning materials developed under the project are therefore relevant to students from low-fee private schools, and these students should be targeted in the development of learning content in Component 1.
- Student targeting mechanisms may include provisions for including low fee private schools using appropriate criteria, e.g., including private schools that follow the regular government curriculum and charging students less than 500 PKR per month.
- The National Communication Campaign planned under RRREP will cover all stakeholders, regardless of whether they are in public or private schools.

Communications campaigns developed do not consider ethnic and linguistic diversity

A significant part of the project's Components 1 and 2 involve the development and dissemination of learning content, and communications campaigns on the importance of education continuity and girls' enrollment respectively. It is crucial to ensure that the content is developed keeping a view of the considerable linguistic and ethnic diversity in the country. There is a risk that the materials developed may not be translated or otherwise tailored appropriately to be of use to vulnerable groups who speak languages other than the primary languages of the provinces.

Mitigation

- Identify linguistic and ethnic diversity during the project beneficiary targeting process, and provide this information to project teams responsible for developing learning and communications content
- Ensure that learning and communications content is developed in a culturally sensitive manner, and that translation services are procured to produce materials that are comprehensible for the intended beneficiaries.

Communications campaign messaging reinforces stereotypes

As the project will be implemented across all the provinces of Pakistan, there is a risk that the messaging provided by the campaign reinforces gender, ethnic, or other stereotypes. In the context of COVID-19, this is particularly salient given the significant social stigma associated with the disease⁸⁴. Additionally, there is significant perpetuation of false information around COVID-19 in the country, largely via social media and messaging platforms. Communications materials developed under the

⁸³ <https://www.thenews.com.pk/print/637486-low-cost-private-schools-may-not-be-able-to-survive-covid-19-crisis>

⁸⁴Scarlett letter: A study based on experience of stigma by COVID-19 patients in quarantine. Imran et al, 2020. Accessed from: <https://www.pjms.org.pk/index.php/pjms/article/view/3606>

project are at risk of being negated by the prevailing local sentiments around the disease. This can result in sub-optimal efficacy of the communications campaigns.

Mitigation

- Ensure that communications campaigns do not inadvertently reinforce existing stereotypes. An initial analysis on potentially disruptive stereotypes could also be conducted prior to beginning the design work.
- Communication campaigns should integrate a gender and inclusion perspective from inception to implementation in the form of a dedicated human resource or requisite checks and measures.
- Communications campaigns should, where possible, be designed specifically to debunk COVID-19 related myths and stereotypes.
- A senior public health expert should be involved in the design process to screen for potentially damaging messaging.

Distribution modes not appropriate for all schools

Public schools in Pakistan have drastically differing enrollment and land/building resources from school to school. Additionally, there can be significant variance in classroom density, with some schools in rural areas having only a single classroom for all students. As such, it is not possible to implement a “one-size-fits-all” approach to the distribution of learning materials and ICT supplies in Subcomponents 1.1 and 2.2. If the distribution mechanisms are not tailored specifically to the context of each school, there is a risk of implementing mechanisms that put students, teachers, and project workers at risk of contracting COVID-19 or otherwise being in violation of government SOPs. This can arise, for example, if a distribution strategy designed for schools with medium classroom density is applied to schools with much higher-than-average classroom density.

Mitigation

- A resource distribution plan for each province should be developed by the provincial education departments.
- The provincial education departments should collect complete data on enrollment, classroom availability, and other relevant indicators for all beneficiary schools to allow design teams to develop tiered distribution plans and implementation guidance.
- Ensure that in the instance that girls in lagging districts attend school at a traditionally boys’ institution, these nuances are reflected in all plans so these populations are not overlooked.
- Ensure that distribution plans are vetted against federal and provincial SOPs for COVID-19 prior to implementation

Resource and transport inefficiencies

The provision of supplies to schools and students will require a significant logistical effort, both in the production of supplies (printing of learning materials, if applicable) and their distribution. Without a purpose designed logistics plan for the transportation of these supplies to distribution hubs, there is a risk of significant inefficiencies that may have negative impacts on project value for money. These inefficiencies may stem from incomplete or incorrect data on beneficiaries, supply chain disruptions, and other factors.

Mitigation

- Ensure that a resource distribution plan is developed for each province, and that accountability chains are put into place.
- Provincial education departments should ensure the provision of high-quality data on relevant beneficiary indicators to ensure that the resource distribution plan is appropriate to all project contexts.
- Robust monitoring plans are in place and shared with provincial departments well in time to ensure proper reporting on resource management, transport and distribution.

Lack of capacity in sub-national governments to successfully implement project activities

While the institutional structures this project will be working with are well-established and have been operational for many years, the medium-term impacts of the COVID-19 pandemic are likely to have significant effects on government resources and capacity. The likelihood of these effects directly impacting project outcomes is relatively high. This risk is already largely mitigated by the project design, which includes several capacity building and technical assistance activities for federal and provincial governments. However, it should be noted that the precise impacts of the pandemic are not yet clearly defined, and there is a likelihood for unforeseen impacts to constrain government capacity more than anticipated. This requires the project to be flexible and adaptable to potentially changing government needs.

Mitigation

- Assessment of potential government capacity issues should be defined and carried out prior to project implementation, and prior to the commencement of all discrete project activities.
- Enter partnerships with civil society organizations and other donor-funded projects when necessary to fill in capacity gaps and ensure that project outcomes are realized.
- Regular assistance from Federal Ministry and the newly instated PCU.
- Regular monitoring to ensure that rapid course corrections can be made where necessary.

Lack of community engagement

With a number of project activities targeted at facilitating distance learning for students in remote areas, there is a risk that communities in this area will not be suitably engaged during the project design process due to difficulty of access. This will result in an inadequate stakeholder consultation process that does not completely capture the views and concerns of all the projects' intended beneficiaries. Many residents of these remote areas are already marginalized due to their geographical location, and a lack of significant engagement will result in further marginalization.

Mitigation

Mitigation measures include:

- Training project design staff on social inclusion and issues faced by residents of remote locations.
- Ensure that the SEP is followed and that all identified stakeholders are reached.
- Ensure trainings on safeguards, grm, and gbv mitigation measures for provincial E&S focal points.

Procurement of poor-quality ICT equipment

Subcomponents 1.1 and 2.2 of the projects aim to provide basic learning and connectivity equipment in the form of tablets, wireless hotspots, and other devices to economically disadvantaged students, as well as those residing in remote regions of the country. There is a possibility that the procured equipment will not be of a suitably high standard, representing poor value for money and potentially incomplete project delivery. This will have a number of related impacts, including potential

interruptions in learning for students who depend on the devices, as well as a risk of non-functional equipment ending up as e-waste.

Mitigation

The key measures to mitigate the risk from substandard procurement of equipment are:

- Adhering to the World Bank Procurement Framework for procurement of all equipment for the project.
- Providing training to project procurement staff on the Procurement Framework.
- Conducting due diligence of all suppliers and manufacturers prior to procurement of ICT equipment.
- Obtaining suitable warranties for all ICT equipment from third party suppliers.

Implementation Phase

Elite capture of project resources

Unplanned and unpremeditated project implementation—particularly in targeting for the direct delivery of project resources to beneficiaries—may lead to conflicts resulting in the elite capture of project resources. This will result in project benefits being diverted to less-vulnerable individuals and schools. The exclusion of vulnerable and marginalized groups is likely to be exacerbated if such elite capture should take place.

Mitigation

To ensure that project resources are delivered to the intended beneficiaries:

- The selection criteria for beneficiaries must be robust and transparent, and should be developed through meaningful engagement with beneficiary communities and groups.
- World Bank information disclosure policies should be followed, with clear responsibility and accountability chains in place.
- Technology and results-based performance management systems with third party evaluations and audits should be implemented.

Theft of project resources and materials

With the procurement of large amounts of hygiene kits, ICT equipment and other tangible learning resources, there is a risk of theft of these resources before they are disbursed to the intended beneficiaries. Such theft would negatively impact value for money and would result in under-delivery of the related components of the project.

Mitigation

A number of measures should be taken to ensure that project resources are stored in a way that avoids petty theft:

- RFID staff badges should be issued to project staff with access to project resource storage locations to allow for record-keeping of all check-ins and check-outs.
- Engraving or marking each piece of equipment with a property number, and maintaining a detailed equipment manifest.
- Robust inventory management, including regular spot-checks of inventories by accountable personnel.
- Security and theft avoidance training for all project staff.
- Robust monitoring and evaluation mechanisms in place to ensure distribution of hygiene kits and ICT material is done in an ethical manner.

- GRM mechanisms in place to report any form of grievance, whistleblowing, complaints.

Exclusion and discrimination of vulnerable groups in project employment

ESS2 requires that employment of workers on Bank financed projects follows the principles of equal opportunity, and that there is no discrimination with respect to recruitment, hiring, compensation, working conditions, and employment terms. The project is likely to generate some additional employment opportunities in the implementation phase. There is a risk that vulnerable groups and historically underserved local communities who may be disproportionately disadvantaged will fail to benefit from these opportunities through discrimination and exclusion. This risk can be exacerbated by elite capture and selection bias in the hiring process.

Mitigation

To ensure that vulnerable groups are not excluded from employment opportunities arising from the project:

- All project activities must adhere to the more stringent of requirements laid out in ESS2, or in local federal and provincial labor laws.
- Social inclusion must be included in all processes and decision making relating to recruitment and hiring, and all project staff with related functions should be trained on social inclusion.
- Contracts with any third parties should include non-exclusion requirements in line with ESS2 which will also be part of the monitoring system.
- All project workers, including third party workers, should be trained on the grievance redress mechanism, and encouraged to use it in case of complaints.
- If possible, targeted outreach for recruitment of previously discriminated or disadvantaged groups.
- All contracts should include a clause on PSEAH and Code of Conduct.
- All work place environments to be in strict adherence to the Workplace Harassment Act 2010.

Project staff and/or beneficiaries contracting COVID-19

As part of the project involves direct distribution of resources to schools and students, there is a high likelihood of close-proximity contact of project staff with beneficiaries. This puts project staff and beneficiaries at risk of contracting COVID-19 and further spreading it within their respective communities. Additionally, project staff may be at a higher risk of contracting COVID-19 as they are likely to be in contact with many individual beneficiaries over the course of the project. Possible infection routes include: weak compliance with precautionary measures and SOPs for infection prevention, and improper handling and disposal of used PPE.

Mitigation

- All project staff should be trained on the signs and symptoms of COVID-19 and on the necessary self-protection measures. Additional trainings on personal hygiene for disease avoidance, PPE use, cleaning and sanitization, biowaste disposal, and COVID-19 SOPs (including social distancing measures) should also be provided.
- Provision and mandatory requirements for the use of PPE for all project staff.
- Adherence to mandatory social distancing requirements as prescribed by federal and provincial SOPs.
- Provision of hand wash facilities and alcohol-based sanitizer to all project staff.
- Strong emphasis on vaccinations, ensuring all project staff is duly vaccinated.
- Mandatory rapid COVID-19 screening to project staff who will be in contact with beneficiaries prior to contact. Screening will include at minimum a temperature check and check of other vital signs such as blood oxygen saturation.

Reluctance of project staff to self-report COVID-19 symptoms

There is significant negative social stigma associated with COVID-19 which has provoked discrimination against anyone perceived to have been in contact with or infected by the virus. This social stigma can result in individuals hiding the illness to avoid discrimination, prevent them from seeking immediate care, and discourage them from following COVID-safe precautions⁸⁵. In the context of the project, this could be coupled with a fear amongst staff of losing employment and livelihoods. This is likely to result in a reluctance to self-report or report coworkers showing outward symptoms, leading to spread of the disease amongst project staff and their communities.

Mitigation

- Project staff should be provided with formal assurance of job security in the event that they are required to self-isolate due to exposure to or contraction of COVID-19.
- Employment arrangements for project staff and third-party staff should be in accordance with the requirements in ESS2.
- Project staff should be trained on the GRM and encouraged to use it in case of complaints.
- Include messaging in communication campaigns that sensitize against the COVID-19 stigma and dispel common myths.

Exploitation of vulnerable groups by project staff

With the distribution of materials to project beneficiaries, there is a risk that contact between project staff and beneficiaries may result in financial, sexual, or other exploitation in exchange for ICT and learning equipment. Contact between project staff and beneficiaries may also result in instances of violence against children. This is particularly salient with respect to vulnerable and marginalized groups, including women and girls, the elderly, minorities and indigenous communities, and the economically disadvantaged.

Mitigation

- Development of a dedicated PSEAH plan for all project components.
- Sensitization of project staff on GBV, PSEA, and VAC.
- Promoting targeted awareness of the GRM amongst project beneficiaries, and ensuring that the GRM is designed to address such instances of exploitation.
- Involving local authorities when handling instances of exploitation.
- Developing a list of referral organizations, helplines, shelters, legal assistance to timely refer impacted individuals.

Cyber bullying and harassment

Enhancing telecommunications connectivity for students and households could mean a higher chance of exposure to cyber bullying for users of the supplied equipment. Young girls are particularly at risk, and are significantly more likely than boys to be victims of cyber harassment.

Mitigation

- The implementing agencies should work with their respective ICT ministries (or the federal ICT ministry if such capacity is not available at the provincial level) to ensure that

⁸⁵ Social stigma associated with COVID-19. UNICEF, 2019. Accessed from: [https://www.unicef.org/media/65931/file/Social%20stigma%20associated%20with%20the%20coronavirus%20disease%202019%20\(COVID-19\).pdf](https://www.unicef.org/media/65931/file/Social%20stigma%20associated%20with%20the%20coronavirus%20disease%202019%20(COVID-19).pdf)

telecommunications aspects of the project are implemented considering the aspects of child protection and cyber-bullying/harassment mitigation

- Develop and disseminate awareness materials to allow parents and guardians to recognize and protect children from online harassment as part of the communication campaigns.
- Awareness-raising of GRM mechanisms and relevant helplines.
- Developing codes of conduct for teachers to ensure practices such as corporal punishment are not encouraged.

Imprecise targeting of barriers, causes, realities of girls for needs assessment

Under RRREP, a gender needs assessment for health and safety will be undertaken across the country. If the ToRs are not specific, the assessment will not account for variations due to geographical location, class, ethnicity, ability etc.

Mitigation

- Drafting of specific ToRs for the assessment
- Ensuring firm hired has requisite resource people on their team
- Ensuring that information from disadvantaged populations and districts is taken.

Health hazards posed by cleaning supplies

The disinfecting and sanitation supplies provided to schools under Subcomponent 2.1 should be on the GoP's approved list of disinfectants⁸⁶, and should not pose significant health or environmental risks. However, the use of these supplies poses a minor health risk for the sanitation workers using them, including chemical burns and rashes, headaches, and irritation of the eyes, nose, and throat. These risks are easily mitigated by using basic precautions, many of which overlap with standard PPE procedures which will be required for all project staff.

Mitigation

- Development of proper guidelines for WASH activities.
- Ensure that all sanitation staff are trained on the proper user of cleaning and sanitation supplies as recommended by the manufacturer or other government guideline.
- Provide sanitation staff with the necessary PPE to use cleaning supplies in a safe manner
- Ensure that high quality sanitation materials are procured from authorized suppliers and following the World Bank Procurement Guidelines

Improper storage and disposal of hygiene and cleaning supplies

Chemicals related to COVID-safe hygiene and workplace cleanliness are likely to be limited to alcohol-based sanitizers, chemical disinfectants (e.g., bleach or hydrogen peroxide) and soaps. These are relatively safe and are unlikely to be the source of any significant environmental or social impacts. Additionally, since these supplies will likely be purchased pre-packaged for distribution, there is little risk of significant environmental contamination even at bulk storage facilities. However, precautionary measures must still be taken during and after the delivery of these supplies to schools. During delivery, particularly when transporting large quantities of flammable chemicals (such as

⁸⁶ Disinfectants Use Advisory. Government of Pakistan, Ministry of National Health Services, Regulations, & Coordination, 2020. Accessed from: <http://mofa.gov.pk/wp-content/uploads/2020/03/Advisory-Disinfectants.pdf.pdf>

alcohol-based sanitizers), there is a risk of fire and related traffic accidents. Once at the schools, care must be taken to avoid any unauthorized access to these supplies.

Mitigation

- Refer to the materials safety data sheet (MSDS) of all chemical disinfectants and other hygiene and cleaning supplies provided to schools to ensure that chemicals that have potential to cause significant environmental or public health impacts are not procured for the project activities.
- Ensure that the delivery of supplies, particularly flammable sanitizers, is carried out in appropriately marked roadworthy vehicles, and that vehicles are not overloaded.
- Ensure that supplies are securely stored at schools, either in dedicated storage rooms or cabinets with locks.

Capacity of parents to support at-home learning activities

Parental support is a significant factor in determining the efficacy of distance learning and is directly related to a child's academic success in such settings⁸⁷. Parents of lower income households may not be able to suitably support their children in distance learning due to factors such as illiteracy or lack of time availability. It is therefore important for parents of beneficiary students to be willing to assist their children's learning, and to be aware of the best practices and resources for support, to the extent possible.

Mitigation

- Communications campaigns targeting parents should cover the importance of parental support in ensuring achievement of student learning outcomes.
- Parent support resources to be developed and disseminated.

Requisite support provided to girls and out of school children.

Considering this project focuses on providing equitable quality education that specifically targets girls and OOSC, there could be instances of further exclusion and marginalization of these segments if proper targeted interventions are not designed and implemented. This is especially true now when schools have re-opened and attention will once again shift to students back at school. Some of the impacts of this oversight include:

- Lack of precise data to inform interventions meant to empower girls and OOSC.
- Lack of support and assistance for these subgroups and hence, further exclusion of these subgroups.

Mitigation

- Ensuring that all monitoring and reporting tools and all plans include specific gender-related indicators and provide gender segregated data.
- Ensuring targeted key messages through communication campaigns for girls and also, for children out of school.
- Trainings on gender sensitization, GBV and GRM for all project staff and provincial focal points.

⁸⁷ COVID-19 and remote learning: Experiences of parents with children during the pandemic. Garba et al, 2020. Accessed from: <https://www.ajqr.org/download/parents-experiences-with-remote-education-during-covid-19-school-closures-8471.pdf>

- Ensuring the gendered needs analysis under RRREP provides accurate data on a number of variables including ability, class, geographical location and ethnicity.

Renovations of office for the Project Coordination Unit

As the PCU office will be renovated under RRREP, significant measures need to be put in place to ensure that renovations do not negatively impact PCU staff and support staff with a specific focus on women coordinators and trainees. These risks involve unsafe work environment due to renovations, risk to harassment, and disruption in normal working operations.

Mitigation

- Adoption and implementation of robust HR systems including a harassment committee under the Workplace Harassment Act, a grievance focal point and punctual and effective communication on renovation.
- Development of specific guidelines to ensure everyone's safety and security.

DRAFT

Environmental and Social Management and Monitoring Plan

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
Design and Procurement Phase				
Incomplete or improper targeting of beneficiaries	The project does not serve its intended beneficiaries, leading to further marginalization of economically underprivileged students, who are then at risk of dropping out of school	<p>Ensure that targeting mechanisms are developed considering the issues faced by vulnerable groups</p> <p>Institutionalize social inclusion in all project processes and decision making</p> <p>Ensure that targeting mechanisms use high quality and coverage data sources to identify beneficiaries</p>	Targeting plan, monitoring and evaluation plans.	Provincial education ministries, PCU monitoring and evaluation Coordinator, oversight by PCU safeguards focal person and MoFEPT.
Targeting only public schools	By targeting only public schools, there is potential for students attending low-fee private schools to be looked over by the project. Many of these students may fit the profile of the projects intended beneficiaries	<p>Develop and deliver a training module for teachers to help former private school students adjust to the public school system</p> <p>Ensure that private school going children are also targeted in the development of learning content in Component 1, as low fee private schools typically follow the national curriculum.</p> <p>Ensure communication campaign key messages target students in low-cost private schools as well.</p>	Targeting plan; training material, communication campaign ToRs.	Provincial education ministries, PCU Coordinator Communications, PCU Coordinator Academics.
Learning materials and communications campaigns do not consider linguistic and ethnic diversity	If learning and outreach materials are not developed in a culturally and linguistically aware fashion, vulnerable groups may not be able	Ensure complete identification of the various languages spoken by the intended beneficiaries during the targeting stage.	Communication Campaign ToRs	Provincial education ministries, PCU Coordinator

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
	to make use of these materials	Ensure that content is developed in a culturally sensitive manner, and that materials are translated where necessary to ensure comprehension by the intended beneficiaries		Communications, Firm hired for National Communication Campaign.
Comms campaigns reinforce stereotypes	If not designed with the appropriate level of sensitivity, communications campaigns could reinforce negative stereotypes related to gender, ethnicity, COVID-19, and others.	<p>Conduct initial analysis on potentially disruptive stereotypes, include gender and inclusion resource from inception to implementation</p> <p>Campaigns should include debunking of COVID-19 myths</p> <p>Senior public health expert involved in the comms design process to screen for potentially damaging messaging</p>	Communication Campaign ToRs, review of materials.	Firm hired for communication campaign, Coordinator Communication PCU, Coordinator Gender PCU, Provincial Education Departments.
Distribution modes not appropriate for all schools	With variances in classroom density and student enrollment, distribution of supplies will need to keep these into account to ensure that SOPs are followed.	<p>Resource distribution plan (RDP) developed for each province</p> <p>Complete data on student enrollment, classroom density, and other relevant indicators should be provided for all beneficiaries to the design team</p> <p>Distribution plans should be vetted against government SOPs</p>	RDP	Provincial education departments, PCU Monitoring and Evaluation Coordinator, MoFEPT
Resource and transport inefficiencies	The logistics involved in the production and distribution of supplies provides potential for inefficiencies to negatively impact project value for money and outcomes.	<p>Ensure that the RDP is developed and accountability chains put in place</p> <p>Provincial education departments ensure the provision of high-quality data for development of RDP</p>	RDP	Provincial education departments, PCU Procurement, M&E Coordinators.

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
Lack of capacity in sub-national governments to successfully implement project activities	Medium-term economic impacts of COVID-19 result in constrained resources within governments, negatively affecting project outcomes	Assessment of capacity issues should be defined in the ESMP and carried out before commencement of any discrete project activities Partner with CSOs as necessary to fill in gaps	ESMP	MoFEPT, PCU, Provincial Focal persons.
Lack of meaningful community engagement	Inadequate stakeholder consultation process does not capture the views of all stakeholders, leading to further marginalization of vulnerable groups	Ensure that stakeholder engagement process is transparent and conducted according to SEP Train project design staff on social inclusion	SEP	MoFEPT, PCU, provincial departments.
Imprecise targeting of barriers, causes, realities of girls for needs assessment	If the ToRs are not specific, the assessment will not account for variations due to geographical location, class, ethnicity, ability etc.	<ul style="list-style-type: none"> • Drafting of specific ToRs for the assessment • Ensuring firm hired has requisite resource people on their team • Ensuring that information from disadvantaged populations and districts is taken. 	ToRs for gender needs assessment, monitoring and evaluation plan	PCU Coordinators for Procurement, Gender, Academics and Monitoring and Evaluation; Firm hired to conduct gender needs assessment.
Procurement of poor-quality ICT equipment	Poor quality ICT equipment may reach end-of-life sooner than planned and contribute to e-waste. This will also negatively affect project outcomes as students will not be able to make use of poor-quality equipment after it reaches premature EOL.	Adhere to the WB Procurement Regulations and Anticorruption Guidelines Train procurement staff on the Procurement Regulations Conduct due diligence of all suppliers and manufacturers prior to procurement	WBG Procurement Regulations WB Anticorruption Guidelines	NCHD/PCU, MoFEPT.

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
		Obtain suitable warranties for all ICT equipment		
Implementation Phase				
Elite capture of project resources	Poor monitoring and management can lead to elite capture of project resources, thereby depriving the most vulnerable individuals and groups from support under the project.	<p>Ensure that the selection criteria for beneficiaries is robust and transparent, and developed through meaningful community engagement with all beneficiary communities</p> <p>Follow WB information disclosure policies with clear accountability and responsibility chains in place</p> <p>Implement results-based performance management systems with third party evaluations and audits</p>	SEP	PCU Monitoring and Evaluation, Finance and Procurement Coordinators
Theft of project resources and materials	Improper storage of project materials prior to delivery could result in petty theft, negatively impacting project outcomes and value for money	<p>Implement strict security protocols around the storage of project resources and materials, including:</p> <ul style="list-style-type: none"> - RFID staff badges issued to all staff with access to project resource storage - Inventory management system with regular spot-checks - Security and theft avoidance training for staff 	RFD, Monitoring and Evaluation Tools	PCU Monitoring and Evaluation Coordinator.
Exclusion and discrimination of vulnerable groups in project related employment	Discrimination in recruitment of project staff could result in vulnerable groups failing to benefit and being excluded from opportunities that arise from the project.	<p>Adhere to requirements in ESS2, and in provincial and federal labor laws vis-à-vis recruitment</p> <p>Social inclusion must be institutionalized in all processes and decision making related to recruitment</p>	PSEAH, GBV action plan	Provincial education departments, PCU Coordinator Gender and Safeguards,

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
		<p>Train project staff involved in recruitment on social inclusion</p> <p>Third part contracts should include explicit non-exclusion requirements, and this should be monitored regularly</p> <p>PSEAH plan If possible, targeted outreach for recruitment of previously discriminated or disadvantaged groups</p>		PCU Coordinator Procurement and Admin.
Project staff or beneficiaries contracting COVID-19	Contact between project staff and beneficiaries may result in COVID-19 infection and spread in the community	<p>Project staff should be trained on identifying COVID-19 symptoms</p> <p>Training provided to project staff on personal hygiene, PPE use, cleaning and sanitation, PPE disposal, and COVID-19 SOPs</p> <p>Provision of and mandatory requirement to use PPE for all project staff</p> <p>Provision of hand wash facilities and alcohol-based sanitizer to all staff, and at all locations where project beneficiaries are in contact with staff</p> <p>COVID-19 screening for project staff prior to contact with beneficiaries</p>	COVID-19 Prevention and Response Plan	Provincial Education Departments
Reluctance of project staff to self-report COVID-19 symptoms	Project staff may be reluctant to self-report or report COVID-19 symptoms in colleagues for fear of	Provide project staff with formal assurance of job security in the event of contracting COVID-19	GRM	Provincial education departments

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
	<p>losing employment, or due to social stigma. This could put beneficiary communities and the communities of project staff at risk of COVID-19 infection.</p>	<p>Employment arrangements for project staff and third part staff should be in accordance with ESS2</p> <p>Project staff should be trained on the GRM and encouraged to use it in case of complaints</p>		
<p>Exploitation of vulnerable groups by project staff and violence against children</p>	<p>Contact between project staff and beneficiaries can result in exploitation in exchange for project services.</p>	<p>Sensitization of project staff on GBV and SEA and VAC</p> <p>PSEAH, GBV action plan</p> <p>Referral lists for all provinces.</p> <p>Promoting targeted awareness of the GRM amongst project beneficiaries, and ensuring that the GRM is designed to address such instances of exploitation</p> <p>Involving local authorities when handling cases of exploitation</p>	<p>GBV and PSEAH Action Plan</p>	<p>Provincial education departments; PCU</p>
<p>Cyber bullying and harassment</p>	<p>Enhanced connectivity provides more opportunities for the users (students) to be exposed to cyber bullying and harassment</p>	<p>Implementing agencies should work with ICT ministries to ensure that connectivity aspects of the project are implemented with child protection and cyber harassment mitigation in mind.</p> <p>GBV action plan.</p> <p>GRM mechanisms.</p> <p>Develop and disseminate awareness</p>	<p>GBV action plan; GRM mechanism in place</p>	<p>Provincial education departments; E&S focal points; PCU.</p>

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
		<p>materials to allow parents and guardians to recognize and protect children from online harassment</p> <p>Development of Codes of Conduct for teachers explicitly prohibiting corporal punishment</p>		
Health hazards posed by cleaning supplies	Though the sanitation supplies used in the project are unlikely to have significant health risk, sanitation workers may be at risk of minor chemical burns or other health risks.	<p>Ensure that all sanitation staff are trained on the proper user of cleaning and sanitation supplies as recommended by the manufacturer or other government guideline.</p> <p>Ensure that high quality sanitation materials are procured from authorized suppliers and following the World Bank Procurement Guidelines</p> <p>Provide sanitation staff with the necessary PPE to use cleaning supplies in a safe manner</p>	WASH guidelines, ESCP	Provincial education departments, E&S focal points.
Improper storage and disposal of hygiene and cleaning supplies	There is a risk of environmental contamination, and accidents during transportation which may be exacerbated when transporting flammable supplies such as alcohol-based sanitizers.	<p>Refer to the MSDS of all chemical disinfectants and other hygiene and cleaning supplies provided to schools to ensure that no harmful chemicals are used</p> <p>Ensure that delivery of flammable supplies is carried out in well-marked, roadworthy vehicles and that vehicles are not overloaded</p> <p>Ensure that supplies are stored securely once in schools</p>	MSDS, Federal Government Guidelines	Provincial education departments, E&S focal points.

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
Willingness or ability of parents to support at-home activities.	Parents may not be able to provide the at-home support needed to ensure efficacy of distance learning. This can have a negative impact on long-term project outcomes	Ensure that parents are appropriately targeted in communications campaigns, and include messaging on the importance of parent involvement	SEP, Communication Campaign ToRs	Provincial education departments, PCU, Firm carrying out communication campaign.
Requisite support provided to girls and out of school children.	<ul style="list-style-type: none"> - Lack of precise data to inform interventions meant to empower girls and OOSC. - Lack of support and assistance for these subgroups and hence, further exclusion of these subgroups. 	<ul style="list-style-type: none"> • Ensuring that all monitoring and reporting tools and all plans include specific gender-related indicators and provide gender segregated data. • Ensuring targeted key messages through communication campaigns for girls and also, for children out of school. • Trainings on gender sensitization, GBV and GRM for all project staff and provincial focal points. • Ensuring the gendered needs analysis under RRREP provides accurate data on a number of variables including ability, class, geographical location and ethnicity. 	SEP, Monitoring and Evaluation Plans, GBV/PSEAH plan, Gender needs analysis	Provincial education departments, PCU Monitoring and Evaluation, Procurement, Gender, firm to undertake gender needs analysis.
Renovations of office for the Project Coordination Unit	<p>As the PCU office will be renovated under RRREP, significant measures need to be put in place to ensure that renovations do not negatively impact PCU staff and support staff with a specific focus on women coordinators and trainees.</p> <p>These risks involve unsafe work environment due to renovations, risk to harassment, and disruption in</p>	<ul style="list-style-type: none"> • Adoption and implementation of robust HR systems including a harassment committee under the Workplace Harassment Act, a grievance focal point and punctual and effective communication on renovation. • Development of specific guidelines to ensure everyone's safety and security. 	PCU HR Manual, PSEAH action plan	PCU HR/ADMIN Focal person, PCU Safeguards Coordinator.

Description	Impacts	Mitigation Measures	Screening/Monitoring Tools	Responsibility
	normal working operations.			

DRAFT

Environmental and Social Screening Plans, Procedures, and Checklists

This section provides a summary of screening procedures and checklists for assessing environmental and social impacts of the project activities. As the project does not involve any civil or other construction works, this section will pertain largely to the social impacts. The screening plans and checklists in this section are intended to be used by provincial education departments in developing implementation plans.

Targeting of Students

For project activities in Subcomponent 1.1, which directly provide support in the form of connectivity devices and learning materials to students, it will be crucial to ensure that targeting of these students is as complete as possible. This is also applicable to Subcomponent 2.2 which involves distributing schools supplies to vulnerable and disadvantaged students.

The Project Appraisal Document defines student beneficiaries of the project as:

- Those belonging to vulnerable populations in the bottom economic quintile concentrated mostly in remote areas, and girls in these areas.
- Students with high vulnerability to shocks
- In particular, the poorest and most vulnerable students who have limited assets and access to technology and connectivity
- At least 50% of the students should be girls

The targeting mechanism for student beneficiaries should therefore aim to: (i) meet the requirements listed above, and (ii) ensure that the pool of students from which beneficiaries are selected is as comprehensive as possible. To do this, the targeting mechanism should generally include the following steps:

Step 1 – Assembling the base student pool

To ensure that exclusion of vulnerable students at the targeting stage is minimized, the initial pool must be suitably comprehensive, and as representative of the total school going population as possible. The pool should be assembled using a combination of data from:

- Provincial Education Management Information Systems (EMIS) – All of the provinces have such a system in place, which provides several proxy indicators for vulnerability such as numbers of students with disabilities, and those enrolled in free textbook and stipend schemes. This data is generally available disaggregated by sex.
- Pakistan Social and Living Standards Measurement survey (PSLM) – The PSLM is conducted nationwide and provides data on a number of economic and social indicators at the provincial and district levels.
- The National Economic Survey - The Pakistan Economic Survey provides statistics and information on important aspects of the economic and sectors in Pakistan
- The National Socio-Economic Registry – A national database maintained by the Benazir Income Support Programme (BISP) which contains detailed socioeconomic information on around 27 million poor households in the country. All households on the database are BISP beneficiaries, and there is likely to be considerable overlap between households registered on the NSER and the intended project beneficiaries.
- The 6th National Census – which was completed in 2017
- Data collected by the Academy of Education Planning and Management (AEPAM)

The combination of data used to assemble the base student pool may also include additional data sources identified by the provincial education departments, and will depend on data coverage and availability for each province.

Step 2 – Developing eligibility criteria

The base student pool will then be reduced by applying a set of eligibility criteria that is aligned with the requirements for student beneficiaries in the PAD.

When doing this, the student pool should first be disaggregated by sex and separated into two pools to ensure that a minimum of 50% of the beneficiaries are girls. The eligibility criteria should then be developed as a scoring system, with points awarded to students based on the relevant indicators from the source data.

The scoring system could include indicators such as: household income, geographical location, proximity to schools, belonging to ethnic or religious minority groups, and others deemed relevant by the provincial education departments. Eligibility criteria may also be adapted from the existing criteria used by BISP. The provincial education departments were developing the precise criteria, which will go to the World Bank for sign-off.

Step 3 – Identifying beneficiary students

Finally, beneficiaries can be identified by sorting the scored pools of male and female students, and selecting the highest scoring students using a cut-off based on the funds available to each province for student focused activities.

Targeting of Teachers

Teachers will be targeted using an approach similar to that used for students. However, since teachers will primarily receive support in the form of training and certifications, it is not as crucial to have a complete socioeconomic picture of the teaching pool.

Since public school teachers are government employees, a complete roster of teachers employed will be available for all provinces. The provincial education departments should develop a criterion to identify teachers with the highest need to quickly adapt to changing modes of education delivery (distance learning in particular) and select from this list based on available funds for the relevant activities.

To the extent possible, teacher targeting should be linked with school and student targeting to maximize project efficacy.

Safety of Sanitation and Hygiene Materials

The project is expected to use sanitation and hygiene materials on the recommended list of disinfectants effective against the coronavirus. These disinfectants are generally safe for use by following basic precautions which have been outlined in the risk assessment. However, if due to unavailability or other reasons, alternative disinfectants are required, these should be screened using a checklist which shall be developed by the MoFEPT.

The checklist should require that all additional sanitation and hygiene materials be evaluated using the respective MSDS and the government guidelines. The checklist should also prescribe the provision of specific safety and storage instructions depending on the materials used. Additionally, guidelines for sanitation and hygiene materials should be developed.

COVID-19 Prevention and Response Plan and Checklist

The project shall prepare and implement a COVID-19 Prevention and Response plan to avoid person-to-person transmission of the disease between project staff and beneficiaries, and to avoid an outbreak amongst project staff and beneficiary communities. The response plan will cover all measures that need to be taken in line with the government SOPs and international guidelines for workplace health, hygiene and safety. This plan will be prepared by the provincial education departments in accordance with the risk assessment provided in this ESMF.

Stakeholder Engagement Plan

A Stakeholder Engagement Plan (SEP) has been prepared proportionate to the nature and scale of the project and its potential risks and impacts. The SEP describe the timing and methods of engagement with stakeholders throughout the life cycle of the project, distinguishing between project-affected parties and other interested parties. The SEP also describes the range and timing of information to be communicated to project-affected parties and other interested parties, as well as the type of information to be sought from them.

Gender-Based Violence and PSEAH Action Plan

A GBV and PSEAH action plan will be developed by the MoFEPT/PCU in discussion with the World Bank and considering WB and InterAgency guidance on GBV and SEA/SH to mitigate the risk of GBV and SEA/SH to mitigate the risks identified in the risk assessment. This shall be prepared and approved before the implementation of project activities.

The GBV/PSEAH Action Plan will include:

- Steps for all project components in the form of a plan
- Prevention and mitigation actions
- Awareness raising strategies targeting project staff and communities
- Identification of GBV service providers and response protocol
- SEA/SH Reporting and Allegation Procedures including GRM
- Accountability and Response Framework

Resource Distribution Plan

A distribution plan for each province should be developed by the provincial education departments, following the guidance of the MoFEPT and government SOPs and covering all project components that involve the disbursement of supplies to schools, teachers, and students. The distribution plan will cover:

- Distribution modalities, following guidance on public gatherings and other government SOPs for COVID-safe project implementation. These should be developed on a tiered basis to ensure that appropriate modalities are designed for all possible school characteristics (e.g., classroom density, enrollment, etc.)
- Transportation plans to ensure maximum efficiency in the logistical aspects of resource distribution

ICT Management Procedures

This project will procure a limited amount of ICT equipment, including tablets and connectivity devices which will be disbursed to beneficiaries. Additionally, a management plan should be developed by the provincial education departments. In general, the plan should include provisions for:

- Maintenance of inventory of all ICT equipment by the respective provincial education departments. The inventory will include all ICT equipment procured under the project.
- Regular updating of inventory manifest upon:
 - Purchase of new equipment

- Allocation of equipment to beneficiary
- Change in allocation
- Establishment of temporary storage facilities for discarded ICT equipment prior to disposal
- Buyback or other agreements with beneficiaries to incentivize and encourage returning of equipment at end-of-life

Institutional Arrangement:

Project Management and ESMF Implementation

The project will be implemented by the Ministry of Federal Education & Professional Training (MoFEPT) in close coordination with provincial departments of education (who are responsible to manage the educational activities in their respective provinces in accordance to their own governance mechanism and development agendas). The MoFEPT will setup a Project Coordination Unit (PCU) with assistance from the National Commission for Human Development (NCHD) responsible to carry out coordination activities with provincial educational departments related to financial management, procurement, social and environmental safeguards, and monitoring and evaluation requirements on ground. The PCU which will be primarily responsible for coordinating and supporting provincial departments of education to implement project activities on ground whereas the MoFEPT will have overall fiduciary and safeguards responsibility and will be in-charge of reporting to the Bank implementation and monitoring and evaluation of environmental and social requirements. The PCU will also maintain active liaison with MoFEPT on project activities having national scope by actively feeding inputs from provincial departments of education and health to federal level where needed.

The technical support to the PCU will be extended through setting up a technical steering committee. The technical steering committee will constitute of the following persons.

- a representative from each of the provincial education departments
- a representative of the MoFEPT
- a representative of the PCU.

In addition, each provincial department of education will nominate a focal point that will liaise with the PCU. The PCU will be responsible for the implementation of the ESMF, LMP, SEP, ESCP. At the provincial level the relevant line departments will also be mobilized to implement and report on stakeholder engagement activities

The project implementation at the provincial level will be undertaken by the relevant line department. In each province, provincial focal points in charge of project activities are already formally nominated. They are all senior level officers such as Secretary or Project Director. This Senior level representing from provincial department and their engagement in the project activities will allow for more ownership of the project activities and smooth implementation. The Provincial education department officers will be responsible for the delivery of activities to beneficiaries, including distribution of learning materials, re-enrollment drives in provinces, and monitoring and evaluation.

ESMMP Institutional Arrangement - Roles and Responsibilities of PCU

Monitoring Plan

The MoFEPT shall establish and maintain a PCU with qualified staff and resources to support management of ESHS risks and impacts of the Project including a Social and Environment Specialist,

and an environmental and social focal person from the National Commission for Human Development (NCHD). Provincial education departments will nominate focal points for the project for the respective province. MoFEPT shall also ensure that its provincial counterpart departments duly appoint (or designate from within the existing staff) a social and EHS specialist in each province

The MoFEPT has hired a Social and Environmental Specialist to oversee work at federal level and provide guidance and technical support to the environmental and social focal points appointed internally in the provincial departments. This specialist will have clear and delimited TORs to focus on project activities. An environmental and social focal person from the National Commission for Human Development (NCHD) will be also appointed to assist MoFEPT and will be responsible in the ESMF implementation.

The MoFEPT will have overall fiduciary and safeguards responsibility and will be in charge of implementation, monitoring and reporting of environmental and social requirements to the Bank.

Internal Monitoring and Reporting:

The Project Coordination Unit (PCU) Monitoring and Evaluation focal person at the Ministry of Federal Education and Professional Training (MoFEPT) with assistance from NCHD and based on the recommendations from the Project's Social and Environmental and social specialist will be responsible for the internal monitoring of the implementation of the ESMF activities.

The Social and Environmental specialist will have responsibility to prepare and submit regular monitoring reports as part of the overall monitoring reports related to the implementation of the Environmental and Social Commitment Plan (Stakeholder engagement plan, ESCP, grievance mechanism) to the World Bank.

The reporting time-period will be biannually throughout the project and quarterly for the component 1 for the first year after effectiveness transitioning into regular Biannual reporting in the following year.

The project directors from the provincial line departments which were nominated as the project focal persons will also report on the accidents likely to have a significant adverse effect on the environment, the affected communities, the public or workers or any other affected party, due to the risks identified in the environmental and social assessment as a result of project component activities (especially for social and environmental risks identified as a result of component 2.1).

It will be the responsibility of the PCU to provide sufficient details to the World Bank regarding any incident or accident, indicating immediate measures taken to address it, and include information provided by any contractor and supervising entity, as appropriate. The accidents should be reported within 24 hours from the incident with the detailed investigative report within the agreed timeframe.

External Monitoring/Third Party Validation – ESMMP

It is being proposed that the project should undertake external monitoring and evaluation to ensure the project activities are being executed in agreement with the ESMF. The project could engage environmental and social specialists (consultants having sufficient experience in social and environmental evaluation studies) at the implementations stages to carry out impact evaluation to ensure that in case of social risks and environmental impacts, proposed mitigation measures are given due consideration. The impact evaluation will be useful in case of any deviation from the proposed social and environmental risk management and monitoring plan, corrective action will be timely incorporated in the project implementation.

Capacity Development and Training

For the effective and efficient implementation of the mitigation and management plan related to the identified social and environmental risks, it is imperative to assure and enhance the fundamental competencies of the project beneficiaries and staff engaged in the project implementation via capacity enhancement initiatives and training related to the social and environmental risks identified for the component 2 (safe school and teachers training) and component 3 of the project. The training will be delivered to the project beneficiaries including the faculty and teachers on grievances redress mechanism, occupational (and community) health and safety issues in the context of COVID-19, Emergency Response Preparedness, Gender Based Violence, PSEAH and Child Protection, Disability Inclusion. The capacity development trainings will also be customized for project staff including the Project Coordination Unit (PCU) at MoFEPT and relevant provincial staff for effective project management and to ensure compliance with the World Bank’s social and environmental safeguards and standards. The training thematic areas will be Grievance Redress Mechanism, Stakeholder Engagement and mapping, ESMF Implementation, Emergency Response Preparedness, Monitoring and Reporting, Documentation and Reporting, GBV and PSEAH. The trainings will be facilitated by the PCU at MoFEPT with the assistance of NCHD throughout the implementation of the component 2 and 3 of the project.

An annual workshop will be held and will focus on environmental and social issues arising during ESMF implementation, mitigation measures, and community health & safety. The workshops will also focus on sensitizing the participants about environmental and social responsibility, managing the on-ground problems, and ensuring implementation of the ESMF. Each workshop will have no more than 30 participants. In case of extra participants, extra workshops will be conducted.

Tentative program for capacity building and trainings:

Table 0.1: Capacity Building and Training Framework

Description of Training	Training Module	Responsibility	Frequency	Participation
Environment and Social Management Framework – PCU Office	Objectives, need and use of ESMF; Legal requirements of the ESMF (Legislations and World Bank ESF) ; Management of environmental and social issues and mitigation strategies as per ESMF; Monitoring Mechanism; Community Health & Safety, Labor Management, GBV, SEA/SH Response, COVID-19 Pandemic Response; Documentation and reporting procedures.	Environment and Social Consultant GBV & SEA/SH Specialist	Annual workshop at Head Office	Project Staff at Head Office
Environment and Social Management Framework – PCU	Objectives, need and use of ESMF; Legal requirements of the ESMF (Legislations and World Bank ESF) ;	M&E Officer with support of Environment and Social Consultant	Annual workshops with Provincial Nominees.	Project Staff at Provincial Offices (including Field Coordinators)

Description of Training	Training Module	Responsibility	Frequency	Participation
	Management of environmental and social issues and mitigation strategies as per ESMF; Monitoring Mechanism; Community Health & Safety, Labor Management, GBV, SEA/SH Response, COVID-19 Pandemic Response; Documentation and reporting procedures.	GBV & SEA/SH Specialist (PCU Safeguards Coordinator)		
Management of Environmental and Social Impacts – District Level	Environmental and social impacts and mitigation measures; Screening and monitoring of E&S impacts; Reporting of progress; Community Health & Safety, SEA/SH Response, COVID-19 Pandemic Response; GRM.	SPO Provincial Level Project Staff with assistance of M&E Officer	Annual workshops at District level	Community Groups

Grievance Redress Mechanism

Overview and Scope

The ESMF also includes an accessible grievance redressal mechanism for the beneficiaries and staff made available publicly to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with ESS10, in a manner that is acceptable to the World Bank.

Objectives of the GRM

The main objective of GRM is to assist to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved. Specifically, it provides a transparent and credible process for fair, effective and lasting outcomes. It also builds trust and cooperation as an integral component of broader community consultation that facilitates corrective actions. Specifically, the GRM:

- Provides affected people with a venue for making a complaint or resolving any dispute that may arise during the course of the implementation of the project;
- Ensures that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants; and
- Use the outputs of the GRM process to enhance program implementation

Information regarding GRM will be disseminated through communication campaigns, trainings, posters in relevant departments, schools, offices, and all GRM focal persons will be trained with a specific focus on handling PSEAH/GBV related complaints. Appropriate referral lists will be maintained at all levels to disseminate with project affected populations.

Complaints Registration Process

Any person impacted by the project activities will also be able to lodge complaint and their grievances through the following currently existing online grievances redressal mechanism at the federal, provincial and district level or directly get in touch with the World Bank through the WB's Grievance Redress Service portal. For RRREP, pre-existing grievance redressal mechanisms will be strengthened and a few extra features will be added. The GRM for this project includes the following:

Mechanisms to register Grievances:

Federal/ICT:

Aggrieved parties can lodge their complaint on the MoFEPT website. The website offers an extension for registering online complaints. Upon submission of the complaint, a unique number is generated, which is used to track the status of the complaint. The website also displays the name, contact information, and e-mail address of the focal person responsible for handling and coordinating complaints.

Aggrieved parties can also access the Ministry's phone line at 051-9252398 which has dedicated staff appointed to address any complaints or redirect them, as necessary. In addition, all departments under the MoFEPT have a grievance redressal process and will be recorded and reported upon accordingly.

Furthermore, the Pakistan Citizen's Portal (PCP), is a government owned system that works on a mobile application and is being used to promote citizen-centric participatory governance. The portal is managed by the Prime Minister's Performance Delivery Unit and complaints/grievances for specific ministries/departments are forwarded to them for punctual and effective redressal. Currently, a section officer for PMDU sits at the MoFEPT and handles all complaints that concern the MoFEPT and its many initiatives. Under this project, the MoFEPT along with the PCU is setting up a separate portal for

all grievances related to this project for effective and efficient grievance redressal. The portal also has a system of lodging complaints at the district level and by individuals who do not have a smart phone.

Furthermore, a WhatsApp number, a dedicated email address, a mailing address and requisite social media channels will be made available that will be accessible to the GRM focal person namely the PCU Project Coordinator and the Coordinator Gender (Social and Environmental Safeguards).

At the PCU level, the admin will set up a GRM system including a GRM focal point, harassment committee and requisite information on WB grievance channels.

A federal GBV/PSEAH focal person namely the PCU Project Director and the Coordinator Gender can also be directly contacted via the contact information mentioned above.

Provincial:

The complaints by the aggrieved party could also be lodged at the provincial level through Provincial Education Departments. It is proposed that provincial education departments should also manage grievances that are registered online. For example, the Punjab School Education Department already has an online complaints management system. The Reform Support Unit of Sindh Education and Literacy Department also has a provision of online registration of complaints, but the system needs to be reactivated and made functional. Websites of the Elementary and Secondary Education Department of KPK and Balochistan Education Information Management System display contact information, but does not have information on the complaint and tracking cells. The latter two are recommended to incorporate online grievance systems under this project.

Furthermore, grievances can also be registered at the NCHD provincial and regional offices.

At the district level, GRM committees will be set up by provincial departments, with specific focal points for PSEAH and GBV. A federal GBV/PSEAH focal person namely the PCU Project Director and the Coordinator Gender can also be directly contacted via the contact information mentioned above.

World Bank:

In addition to the existing project-level grievance mechanisms, communities and individuals who believe that they are adversely affected by a WB supported project may submit complaints to the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service, please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>.

For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org

Grievances Solution Tiers:

The section above highlights the overall complain registration process at the federal and provincial level through the existing complaint system. This section proposes the solution tiers to the online/physical complaints lodged at the existing federal and provincial tiers. As the project activities will also be taking place at the grassroots level, thus a GRM tier at district level is being proposed to manage the grievances of the aggrieved party. A specific focal person for GBV and PSEAH will be appointed within each committee within each tier. The PCU Coordinator for safeguards will facilitate this entire process and

will be the focal person for GRM for the entire project. Records of grievances will be maintained at all tiers – district, provincial and federal.

The multi-tier GRM is being proposed to resolve the social and environmental conflicts arising from the project activities through the following mechanism are detailed below:

Tier 1- At the District level-

Grievances redress committees constituting of district education officer, a representative of local government, a community member representing parents, one female and one male head teacher representing girls' and boys' school in one or two Union councils in the district and project social specialist/ community mobilizer or any other responsible party to resolve the issue in an appropriate manner within the stipulated time. All the members will be duly notified.

All relevant line departments will notify their respective focal persons for GRC in each district in advance. For each complaint, the GRC will investigate and prepare a fact-finding report to assess its eligibility and identify an appropriate solution. The GRC will, as appropriate, instruct the responsible entity to take corrective actions. The complaint will be redressed/appropriately responded within fifteen days. The GRC will review the responsible entity's response and undertake additional monitoring as needed.

Tier 2- At the Regional/ Provincial level-

If the issues are not resolved at the Tier 1 level, they will be transferred to the Tier 2 level by the provincial education departments. The issues can be transferred by the district administration using the online complaint and reporting system, this system is already available at the provincial reform support units' setup by the education departments and requires reactivation. The complaints presented to the grievances redress committee at the provincial level comprise of provincial focal person, official from Planning and development department, official from education department and social and environmental specialist appointed by the project and representative of provincial EPAs. This committee can be chaired by a senior official from the education department. The GRC will devise the complaint management strategy and will report back to the PCU-MOFEPT within the stipulated time.

Tier 3- At the Federal level:

If the issues are not resolved at the tier 2 level, it will be transferred to the tier 3, the highest project level to the key implementation agency. The complaints will be transferred by using the online complaint management system available at the MoFEPT's website, the citizen's portal, and contact information publicized about the GRM focal person

The Grievances redress committee will constitute an official from the MoFEPT, representatives from PCU, and the representative of the provincial government (could be from provincial education department). The GRC at Tier 3 level will review and resolve the grievances within the timespan agreed between all parties during the initiation phases of these committees. All committees are required to share their final GRM with the World Bank.

Grievance Closure

While handling the grievance management in full compliance to the concerned individuals/parties, following must be the parameters to abide by in order to decide a complaint as addressed, resolved and closed.

- Foremost officer/authority must have entirely complied to the request of the complainant and kept a record of the complaint;
- Further, the complainant has expressed the acceptance of the response and a documented closure is recorded;

- Where the complainant has not responded to the concerned officer within one month of being intimidated about the final decision of the grievance officer on his grievance/complaint
- Following the case where the complainant fails to appear before the proceedings at FIU/IP of the concerned officer within the designated period of the disposal of the complaint; and
- Where the complainant withdraws his/her complaint
- Where the complainant fails to attend the proceedings of the concerned officer within the stipulated period of the disposal of the complaint

Communication & Awareness on GRM and GBV

Besides specific GBV and PSEAH related trainings, the national communications campaign will ensure that key messages regarding GBV awareness, prevention and reporting are appropriately disseminated including online, broadcast, in-person and print means. Also, a multi-tiered approach should be adopted to ensure unhindered information dissemination to the relevant stakeholders through digital platforms, distribution of brochures; village-level government officers or community leaders etc. via small-group discussions; community-based organizations; and print and electronic media, including radio. Overall, the GRM should widely engage all stakeholder groups such as the affected communities, government agencies, and civil society organizations. People should be informed about their options, depending on the nature of complaints. The clear processes and procedures for the GRM will be translated into local language if needed and disseminated at all sub-project locations. These shall be made available (in both leaflet and poster format) to all sub-project locations

Grievance Mechanism for Gender-Based Violence (GBV) and Violence Against Children (VAC)

For the Project Staff:

Issues related to the COVID-19 emergency may give rise to the risk of GBV and VAC, e.g., Sexual Exploitation and Abuse (SEA), verbal harassment, sexual Harassment (SH) and domestic violence. A preliminary GBV and VAC risk assessment of the project will be conducted if required and preventive measures in the form of a GBV/PSEAH action plan with integrated VAC Action Plan will be prepared and implemented. The project will promote the avoidance of SEA by relying on the WHO Code of Ethics and Professional Conduct, and the Inter-Agency PSEAH guidelines for all workers. Female education staff will be provided with accessible and inclusive means to raise concerns or lodge complaints, via the GRM. The GRM staff will be trained (as appropriate) to sensitize them on GBV (including SEA and SH) and trauma issues to enable them to refer survivors to existing referral mechanisms in the country. The project GRM response will be further strengthened in accordance with the GBV/PSEAH action plan and findings from the gender needs assessment and regular monitoring of the project. Separate VAC module should be integrated in GBV training and GRM plan for the instructors as well as the project beneficiaries to avoid any unforeseen child abuse and maltreatment related issues during the project implementation.

For community members/ beneficiaries:

A mass awareness campaign on available GBV/PSEAH and VAC services should also be conducted through the national communication campaign to share information with project beneficiaries, including vulnerable groups and inform their understanding of redressal mechanisms that are available and can be accessed. There should be specific procedures for addressing GBV and VAC including confidential reporting with safe and ethical documenting of GBV/SEAH and VAC cases. Project GRM operators should be trained on how to collect GBV/PSEAH complaints and should assist GBV survivors by referring them to GBV Service Provider(s) for support immediately after receiving a complaint. A list of GBV service providers should be available with the GRM personnel before project work commences as part of the mapping exercise.

Monitoring and Reporting of GRM

The monitoring and reporting activities will be the responsibility of all GRM focal people, monitoring and evaluation staff, and ultimately the PCU staff including the E&S and M&E coordinator. District governments will send relevant information to provincial focal people who will collate all GRM related information for their province before sharing with the PCU and MoFEPT. The MoFEPT and PCU will provide quarterly reports on GRM mechanisms as part of routine project reporting.

DRAFT

ESMF Implementation Budget

(The ESMF Implementation budget will be part of RRREP's sub-component 3.2 budget)

No.	Description	Unit	Quantity	Responsibility
1	ESMF training for MoFEPT and PCU provincial education departments and MoFEPT	Session	1	PCU Coordinator Safeguards
2	ESMF training for provincial focal persons	Sessions	3	PCU/MoFEPT/Provincial departments/NCHD
3	E&S training for District committees and staff	Sessions	To be Decided	Provincial E&S focal people, NCHD
4	SEP Activities		To be Decided	As per SEP
5	Sanitation supplies for project staff	As per needed	As per needed	PCU, provincial depts, MoFEPT
6	Training on COVID-safe precautions including hygiene, SOPs, sanitation, etc. for project staff	Sessions	TBD	PCU, MoFEPT, Provincial depts.
7	Teacher training on orienting new students in a distance learning context	Sessions	TBD	MoFEPT, Provincial depts.
8	Capacity assessment of provincial education ministries to identify and anticipate capacity gaps	Reports	4	Provincial governments, PCU monitoring and evaluation
12	Project staff training on GBV and SEA/SH and VAC	Sessions	3	PCU Coordinator Safeguards, E&S provincial focal points
13	Project staff training on social inclusion	Sessions	3	PCU Coordinator Safeguards, Provincial E&S
14	Due diligence of third-party suppliers	To Be Decided	To be Decided	MoFEPT
15	GRM training for project staff	Sessions	3	Part of ESMF training as mentioned above.
16	Secure storage equipment to be provided to schools for securing sanitation and other supplies provided by the project		To be Decided	Provincial depts, PCU Procurement Coordinator, MoFEPT