

# **PROPOSED STAKEHOLDER ENGAGEMENT PLAN**

**Covid-19 Response, Recovery, And Resilience in Education Project**  
**January 2022**

**Ministry of Federal Education and Professional Training**  
**Government of Pakistan**

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## List of Acronyms

AEPAM	Academy of Educational Planning and Management
ASER	Annual Status of Education Report (ASER)
Covid-19 RREP	Covid-19 Response, Recovery, Resilience Project
CPD	Continuous Professional Development
DEOs	District Education Officers
DRR	Disaster Risk Resilience
EMIS	Education Management Information System
ESF	Environmental and Social Framework
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HM	Head Master/Mistress
IPEMC	Inter Provincial Education Ministers Conference
KPK	Khyber Pakhtunkhwa
LEG	Local Education Group
M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MoFEPT	Ministry of Federal Education and Professional Training
MoU	Memorandum of Understanding
NERRP	National Education Response and Resilience Plan
NGO	Non-Governmental Organization
OIPs	Other Interested Parties
OOSC	Out of School Children
PAD	Project Appraisal Document
PCU	Project Coordination Unit
PDMA	Provincial Disaster Management Authority
PDOs	Project Development Objectives
PPPs	Public Private Partnerships
PREP	Pandemic Response Effectiveness in Pakistan
PSLM	Pakistan Social and Living Standards Survey
PTA	Pakistan Telecommunication Authority
PTV	Pakistan Television
SEA	Sexual Exploitation and Abuse
SELECT	Sindh Early Learning Through Classroom Transformation
SEP	Stakeholder Engagement Plan
SH	Sexual Harassment
SLO	Student Learning Outcomes
TEOs	<i>Taluka</i> Education Officers

UC  
UN  
UNICEF  
WB

Union Council  
United Nations  
United Nations Children's Fund  
World Bank

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## 1. Introduction

The outbreak of the coronavirus disease (COVID-19) has been spreading rapidly across the world since December 2019. COVID-19 has already caused significant public health and economic impacts, both globally and in the South Asia Region. The economic and social impact of COVID-19 and lockdowns are huge. According to IMF, the world economy will shrink by 3 percent and Pakistan's economy will see negative 1.5 percent growth this year. Risks of worse outcomes overshadow the next two to three years. In Pakistan, as of October 2021, 1.27 million Covid-19 cases have been reported<sup>1</sup>.

The pandemic has also affected education and the continuity of learning. In mid-March 2020 all public and private sector education institutions were closed across Pakistan and continue to remain closed. Some education facilities were also designated as isolation and quarantine centers. Apart from the 19.1 million children<sup>2</sup> already out of school and ongoing efforts to provide educational access for them, the closure of education institutions due to COVID-19 has directly impacted 50 million school going learners from pre-primary and primary to higher secondary levels. The situation will magnify the risks and vulnerabilities of an already weak education system with threats emanating from both endogenous and exogenous factors<sup>3</sup>. The long periods of school closures mean the loss of learning for children and will further widen the gap between the expected years of schooling and learning adjusted years of schooling, potentially increasing dropout rates and therefore the number of out of school children. Hence, this crisis has the potential to further increase educational disparities as a result of the spillover effects of an economic recession.

As of 11<sup>th</sup> October 2021, the NCOC has directed that all schools will reopen with immediate effect<sup>4</sup>. This brings with it another set of challenges in terms of ensuring the safety and health of teachers, students; facilitating the re-enrolment of students who might otherwise not make it back to school; ensuring that children who were not in school before Covid-19 can also access modes of education so that the education divide is not deepened.

## 2. Project Description

The **Covid-19 Response, Recovery, and Resilience in Education Project (Covid-19 RRREP)** will be implemented by the Ministry of Federal Education and Professional Training (MoFEPT). The current global pandemic had halted in-school education systems for an indefinite period and has deepened preexisting inequities. This project aims to protect gains in access to education and learning (via distance learning), prepare for return to school, and increase the resilience of the system to future shocks. All this will be achieved through alignment and effective coordination between federal and provincial governments for improved education planning for emergencies. The approximate number of beneficiaries is at least 11 million children, students and teachers, of which at least 50 percent are expected to be girls and female teachers. Provincial and federal governments will determine the beneficiaries for their respective regions based on socio-economic indicators, risk of dropout and access to communication mediums.

The project is funded by the World Bank (WB) under the Global Partnership for Education Covid-19 Accelerated Funding window. The total budget is USD 19.85 million over a period of 27 months<sup>5</sup>.

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<sup>1</sup> <http://covid.gov.pk/>

<sup>2</sup> This number has since increased to 20 million: <https://mathsandscience.pk/publications/the-missing-third/>

<sup>3</sup> Pakistan National Education Response and Resilience Plan for Covid - 19

<sup>4</sup> <https://gulfnews.com/world/asia/pakistan/pakistan-schools-to-resume-normal-classes-from-october-11-1.82797224>

<sup>5</sup> Subject to GPE's extension approval

## 2.1 Project Components

Components	Subcomponents
<b>Response:</b> This component will focus on emergency response activities to ensure education continuity	<ul style="list-style-type: none"> <li>- 1.1: Finance improved capacity to ensure access to distance learning services, specifically content and learning materials</li> <li>- 1.2: Protecting students' and teachers' health, safety, and wellbeing through expansion of sensitization campaigns for health and education</li> <li>- Distance Learning Competency Standards and Assessment Framework to facilitate an inclusive distance learning certification pathway for Out-of-School Children (OOSC) and the ones that would leave schools due to the negative shocks to household incomes caused by COVID-19</li> </ul>
<b>Recovery:</b> This component would improve the government's implementation capacity for effective recovery of education services	<ul style="list-style-type: none"> <li>- 2.1: Promoting Safe Schools through design and implementation of federal and provincial government's guidelines and protocols for safe schools</li> <li>- 2.2: Supporting Teachers to Prepare for the Recovery by financing the design and delivery of teacher professional development opportunities to address learning gaps from the disruption of education</li> </ul>
<b>Resilience, Monitoring, and Evaluation</b>	<ul style="list-style-type: none"> <li>- 3.1: Strengthen Planning for System Disruption by supporting development of strategies and standard operating procedures for education service-delivery during emergencies and periods of extended school closures</li> <li>- 3.2: Resilience, Monitoring and Evaluation through coordination required across provinces and support in project implementation</li> </ul>

## 2.2 Project Development Objectives

The Project Development Objectives (PDOs) are to strengthen federal and provincial governments' institutional capacity to: (I) respond to, and recover from, the COVID-19 crisis, and (ii) build resilience to face future crises, with a focus on disadvantaged areas and vulnerable populations.

## 3. Objectives of the Stakeholder Engagement Plan

The Project is being prepared under the World Bank's Environment and Social Framework (ESF) and as per the Environmental and Social Standard ESS 10 on "Stakeholder Engagement and Information Disclosure", the implementing agencies are required to provide stakeholders with timely, relevant, understandable and accessible information and consult with them in an appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation.

The overall objective of this Stakeholder Engagement Plan (SEP) is to define a program for stakeholder engagement, including public information disclosure and consultation, throughout the entire project

cycle. The 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. The involvement of public is essential to the success of the project in order to ensure smooth collaboration between project staff and the beneficiaries and to minimize and mitigate environmental and social risks related to the proposed project activities. 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.

## 4. Stakeholder Identification and Analysis

The initial identification of the stakeholders was guided by the secondary review of the Project Appraisal Document (PAD) and Pakistan National Education Response and Resilience Plan (NERRP) Covid-19. Recent SEPs prepared for other education and Covid-19 response projects by the WB were referred to inform issues and needs of some of the identified stakeholders in this project. These included draft SEPs for Sindh Early Learning Enhancement through Classroom Transformation (SELECT) and Pandemic Response Effectiveness in Pakistan (PREP) COVID-19 emergency project that had a component on education.

Guidelines laid down in the ESS10: Environmental and Social Standards on Stakeholder Engagement and Information Disclosure of the WB have been used to classify stakeholders in the following three categories:

### 4.1 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. It includes students of public academic institutes from grades one to twelve and provincial education departments; teachers, headmasters/mistresses (HMs), directors of primary and secondary education departments, district education officers (DEOs), and *taluka* education officers (TEOs)

#### 4.1.1 *Points to Consider for Effective and Inclusive Engagement with Affected Parties*

Based on the past experiences of online learning projects and consultations with relevant stakeholders the following points have been collated and summarized below:

- a) As education is a provincial subject, course content and syllabi may vary. Digital and online learning resources need to complement commonalities in the existing course contents. They 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

- b) While developing 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
- c) Some affected districts do not have Internet coverage. In Balochistan 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. This is also reflected by students in various parts of the country expressing their dissatisfaction at not being able to access online learning<sup>6</sup>
- d) Data from the Pakistan Telecommunication Authority (PTA) from December 2019 reveals that in Pakistan overall 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
- e) 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 internet. In terms of digital inclusion, the gender divide stands at 65% (for access to the internet), and 51% (for access to the mobile phone). Hence, distribution of learning tablet, behavioral change and communications campaigns will be important to bridge the digital gender divide.
- f) Provincial education departments in general are considering two contingencies for which the budgetary requirements are different. In case of schools opening (which is currently underway) 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. For RRREP, both modes are important to target all segments of children.
- g) As mode of operations in teaching is 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. Additionally, content developed needs to be aligned with the recently launched, Single National Curriculum (SNC).
- h) 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.
- i) Training and continuous support systems/help desks are required for teachers/Head Masters and/or 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

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<sup>6</sup> <https://www.dawn.com/news/1561815>

electronic gadgets or learning applications

- j) 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 board for effective data and information management. As provincial department transition from conventional means of communications to digital, it is important that decisions are tracked officially for accountability and evaluation of progress.
- k) 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 for effective and faster implementation and cascading of knowledge.

## 4.2 Other Interested Parties

The term Other Interested Parties (OIPs) refers to individuals, groups, or organizations with an interest in the project, which is because of the project location, its characteristics, its impacts, or matters related to public interest. Using this definition from ESS10 OIPs in this project include telecommunication companies, broadcast industry, private sector, development partners, United Nations (UN) Agencies, Non-Governmental Organizations (NGOs), and community leaders. All these stakeholders will/might be facilitating and complementing project efforts either through financial means, service delivery, sensitization or outreach support.

### 4.2.1 Points to Consider for Effective and Inclusive Engagement with OIPs

- a) 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
- b) 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
- c) 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.
- d) 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, but 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.
- e) 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

### **4.3 Disadvantaged/Vulnerable Groups**

Disadvantaged in this context covers individuals or groups of individuals who are the direct beneficiaries of the project, but are at risk of being alienated/marginalized. Socio-cultural and structural demand-side barriers combined with economic factors and supply-related issues together are likely to hamper outreach to certain marginalized groups, in particular girls, children with disability, children of linguistic and religious minorities, children belonging to disadvantaged regions, refugees, internally displaced persons and out of school children in acquiring and continuing primary and secondary education through alternative means. Appropriate means of engagement needs will be determined in consultation with relevant parties and those representing the interests of the disadvantaged groups during the course of SEP implementation.

#### *4.3.1 Points to Consider for Effective and Inclusive Engagement with Disadvantaged Groups*

- a) 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.
- b) In the current situation, conventional methods of enrollment of new students or recruitment drives for OOSC are 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.
- c) 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.
- d) 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.

## **5. Stakeholder Engagement Plan**

### **5.1 Summary of Stakeholder Engagement Done During Project Preparation**

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
- 2 Section Officers, Elementary and Secondary Education Department, Khyber Pakhtunkhwa (KPK)

In addition, surveys conducted since 2020 informed the development of this SEP along with other findings from similar projects. Moreover, the consultations undertaken for ASPIRE also inform the safeguards assessment for RRREP. Finally, further consultations with stakeholders will be undertaken through-out the project. Details of the consultations are attached in Annex A. The SEP will be updated throughout the project life.

## **5.2 Summary of Stakeholder Needs and Methods, Tools and Techniques for Stakeholder Engagement**

Strong citizen and community engagement are preconditions for the effectiveness of this project. Accordingly, 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 added to the current social distancing requirements that are based on electronic and virtual modalities. The Project Coordination Unit (PCU) in the MoFEPT will work on ensuring that virtually disseminated information is in line with the standards of information sharing that was implemented pre-COVID 19

## **5.3 Communication Channel and Engagement Mechanism**

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 adherence to Covid-19 protocols. 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 the 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 lines with knowledgeable operators;
- f) Each of the proposed channels of engagement should clearly specify how feedback and suggestions can be provided by stakeholders.

## **5.4 Proposed Strategy for Stakeholder Engagement**

<b>Stakeholder group</b>	<b>Key topics of consultation</b>	<b>Methods and channels</b>	<b>Timing</b>
Students and Parents of Public Schools (Grades 1 to 12)	Usage of online learning materials; Comprehension levels; Engagement and interest; Challenges in accessing offline and online learning materials; Satisfaction levels with alternative learning arrangements; Good practices; remedial needs; school opening safety and future course of education; Grievance Redress Mechanism (GRM)	Rapid assessment surveys; Quarterly and annual monitoring evaluations	Throughout project period
Provincial Education Departments	Analysis of district level requirements; Dissemination of differentiated teaching strategies and options; Development of education plans; 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
<b>Telecommunication and Broadcast Industry</b>	Schemes/packages for low-cost Internet use for education specific value-added services; TV and Radio programming and broadcasting schedules; Content development	Joint sessions (online) as and when required	Throughout project period
<b>Development Sector Partners</b>	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 past projects	Participation in Disaster Risk Resilience (DRR) and Local Education Group (LEG) meetings if and when required	Throughout project period
<b>PDMA</b> s	Contingency plans; Resources and stockpiles	DRR meetings if and when required.	Throughout project period

<p><b>Vulnerable Groups</b></p>	<p>Learning needs; Teaching pedagogies; Sensitization required through different channels; Mobilization strategies; Determining unique challenges and mitigation measures; Grievance reporting and redressal in an event of harassment or abuse, if any; Mitigation and support to victims of Gender Based Violence (GBV); Gender sensitive approaches throughout project cycle</p>	<p>Rapid Assessment Surveys; Consultations with representative groups/NGOs; Participation of representative groups/NGOs in LEG meetings if required.</p>	<p>Throughout project period</p>
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## 5.5 Proposed Strategy for Information Disclosure

Stakeholder Groups	Key Characteristics	Specific Needs	Preferred Methods/Means	List of Information to be Disclosed
<b>Students of Public Schools and Colleges</b>	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"> <li>- Grade wise offline and low tech to high tech online materials</li> <li>- Tablets</li> <li>- Internet connectivity devices</li> <li>- Translation of online learning material and exercises in local languages</li> <li>- Soft/hard copies of exercises and worksheets</li> <li>- Books and magazines</li> <li>- Stationery items</li> <li>- Campaign materials in local and native languages for dissemination</li> <li>- Updates on school opening, closures, exam dates or cancellation,</li> </ul>	Free online learning content; Outreach activities; SMS/WhatsApp notifications on learning resources; in school dissemination as and when schools open.	<ul style="list-style-type: none"> <li>- Teleschool timetable</li> <li>- Website details of learning materials for students</li> <li>- Distribution plans of offline materials</li> <li>- Criteria for distribution of tablets and Internet connectivity devices</li> <li>- Phone number for information on getting access to online/offline learning materials</li> <li>- Information on GRM</li> </ul>

		information on promotions to next grades, admissions and student transfers through reliable sources and notifications		
<b>Provincial Education Departments</b>	They include directors of primary and secondary education, DEOs, TEOs, HMs, and Teachers of public education sector; As the project targets disadvantaged 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;	<ul style="list-style-type: none"> <li>- Training in managing online consultations and planning</li> <li>- Tablets/Computers to run online classes</li> <li>- Internet access</li> <li>- Teacher guides</li> <li>- Travel Allowance (TA)in case of home visits</li> <li>- Training in runningonline sessions</li> <li>- Refreshments for training</li> <li>- Trainings on GRM and safeguards.</li> </ul>	Online meetings; Phone calls; Notifications throughe-mail and WhatsApp messages as and when required	<ul style="list-style-type: none"> <li>- Project documents, summary, and implementation plans</li> <li>- Training resource materials</li> <li>- Project reporting formats</li> <li>- Project progress reports</li> <li>- Information about GRM</li> </ul>
<b>Telecommunication andBroadcast Industry</b>	These companies are to be involved in developing and offering schemes/packages for low-cost Internet use for	<ul style="list-style-type: none"> <li>- Project information including areas with low internet access</li> </ul> <p>Information on the kind of support required.</p>	Virtual meetings and consultations; Information on websites; Advertisements on electronic and print media	<ul style="list-style-type: none"> <li>- Memorandum of Understanding (MoU)</li> <li>- Details of packages and services</li> </ul>

	education specific value-added services; Will be important partners, either as vendors or through corporate social responsibility programs TV and Radio programing and broadcasting will be essential suited grades and levels and segments of population is required; and the method of engagement is yet to be finalized	-		
<b>Development Sector Partners</b>	NGOs, UN Agencies, othercivil society and community-based organizations	Funding and partnership opportunities; Extent of support; Data and figures on targeted beneficiaries especially girls, marginalized children and OOSC;Lessons from past projects; Outreach capacity	Participation in DRR and LEG meetings if and when required	<ul style="list-style-type: none"> <li>- Project or partnership documents</li> <li>- Project reports</li> <li>- Grant announcements</li> </ul>
<b>PDMA</b> 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 <del>not</del> if and when required.	<ul style="list-style-type: none"> <li>- Disaster Management Plans</li> <li>- Information about GRM</li> </ul>

<b>Vulnerable Groups</b>	Include OOSC, children and persons with disability, children on the move, children belonging to ethnic, religious 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 if and when required.	<ul style="list-style-type: none"> <li>- Survey Reports</li> <li>- Project Progress Reports</li> <li>- LEG meeting minutes</li> <li>- Information about GRM</li> </ul>
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## 6. Resources and Responsibilities for Implementing SEP Activities

### 6.1 Resources

The MoFEPT will be in charge of stakeholder engagement activities and the PCU will take the lead role in initiating this function. The budget for the SEP (and the implementation of other environment and social activities such as ESMF, LMP) will be part of the incremental operational cost of this project and will be finalized as and when feedback from the provinces is received.

### 6.2 Management Functions and Responsibilities

The project will be implemented by the MoFEPT in close coordination with provincial departments of education. The MoFEPT will have fiduciary and safeguards responsibility and will be in charge of furnishing to the Bank implementation and monitoring and evaluation reports. The MoFEPT will create a Project Coordination Unit (PCU) with the capacity 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 ground.

In order to support the PCU in fulfilling their responsibilities and to increase coordination and quality, timeliness, and relevance of activities to the provinces, the Project will have a Technical Steering Committee. It will consist of (i) a representative of each of the provincial education departments, (ii) a representative of the MoFEPT, and (iii) a representative of the PCU. In addition, each provincial department of education will nominate a focal point that will liaise with the PCU. Furthermore, each province will nominate a E&S focal person to coordinate with the E&S Coordinator at the PCU to ensure timely implementation of activities and transparent feedback.

At the provincial level, the relevant line departments will be mobilized to implement and report on stakeholder engagement activities as listed.

## 7. Grievance Mechanism

### 7.1 GRM Description and Structure

The main objective of the 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 the 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.

### 7.2 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:

### **7.3 Description of the Grievance Mechanism**

The MoFEPT website has a provision for registering online complaints. Upon submission of the complaint, a number is generated which is used to track the status of the complaint. In addition to this, the website 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 phoneline at 051-9252398 which has dedicated staff appointed to address any complaints or redirect them as necessary. Furthermore, relevant complaints to the FDE, NCC, FC will also be recorded and reported upon accordingly.

Furthermore, the Pakistan Citizen's Portal (PCP), is a government owned system 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 as per the Workplace Harassment Act of 2010 and requisite information on WB grievance channels.

In parallel to this, Provincial Education Departments will be expected to also manage grievances that can be registered online. 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 it needs to be reactivated and made functional. Websites of the Elementary and Secondary Education Department of Khyber Pakhtunkhwa and Balochistan Education Information Management System display contact information, but not complaint and tracking cells. The latter two will incorporate online grievance systems under the 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.

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](http://www.inspectionpanel.org)

#### **7.4 Grievance Mechanism for Gender-Based Violence (GBV)**

Issues related to COVID-19 emergency may give rise to the risk of GBV, e.g., Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH) and domestic violence. A GBV risk assessment of the project will be conducted if required and preventive measures in the form of a GBV/PSEAH 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 for all workers and the Inter-agency PSEAH guidelines. 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, findings from the gender needs assessment and regular monitoring of the project. A mass awareness campaign on available GBV services will also be conducted as part of the national communication campaign to share information with project beneficiaries, including vulnerable groups and inform their understanding of redress mechanisms that are available and can be accessed. There will be specific procedures for addressing GBV including confidential reporting with safe and ethical documenting of GBV cases. Project GRM operators will be trained on how to collect GBV 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 will be available with the GRM personnel before project work commences as part of the mapping exercises. For GBV, the GRM should primarily serve to: (i) refer complainants to the GBV Services Providers; and (ii) record resolution of the complaint. A specific focal person for GBV and PSEAH will be appointed within district committees. 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.

## **8. Monitoring and Reporting**

The project will review its engagement against the SEP quarterly, and this review will be a part of the progress report that will be shared with the client management and with the World Bank.

### **8.1 Involving of Stakeholders in Monitoring Activities**

M&E of the education system in Pakistan is built on two pillars i) the collection of statistical information for the education sector through the M&E systems in each province, which usually include an annual school census that gathers administrative data on public schools in the province and collect information on enrollment, internal efficiency, teachers, and school characteristics; and ii) the collection, analysis, and dissemination of these data by a federal entity called the Academy of Educational Planning and Management (AEPAM)—which is under the MoFEPT. Other sources of information, such as the Pakistan PSLM and the citizen-led Annual Status of Education Report (ASER) will be used to identify lagging areas in each province or where girls' education faces greater challenges. Given the effects of COVID-19, there is a risk that traditional data collection activities may not be working and will be unable to provide information during the next 27 months. To face this challenge, the Project will develop a set of phone and online surveys, which could use a combination of phone calls, text messages, IVR, and chat bots to collect information for monitoring and evaluation from beneficiaries. Additionally, if conditions during the

COVID-19 pandemic permit data collection in person, some sample-based activities would be included. Additionally, provincial education departments will provide regular progress reports. Finally, the PCU will provide reports every six months to track implementation progress, which will include information on delivery of inputs, documentation of progress by activity, on fiduciary aspects, and project progress with respect to the results framework. The Bank's task team in Pakistan will support the PCU on the resolution of day-to-day challenges on the ground. Finally, all reporting of Project results will be disaggregated by gender and by province.

## **8.2 Reporting back to stakeholder groups**

The SEP will be periodically revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified methods of engagement remain appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP. Monthly summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff and referred to the senior management of the project. The monthly summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders by a publication of a standalone annual report on project's interaction with stakeholders.

## **9. Budget for SEP**

The SEP budget will be part of the project's sub-component 3.2 project activities. A breakdown of budgetary costs will be added after this document is disclosed to the provinces, as per their feedback and stakeholder engagement plans.

## Annex 1: Survey and Consultation Plan

### Telephonic Survey

Respondents	No. of Interviews	Responsibility
Parents of Primary Schools (SMCs)	35 telephonic interviews; 5 in each province, ICT, Gilgit/Baltistan, Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and Punching)
Higher Secondary Students (Grades 11-12)	35 telephonic interviews; 5 in each province, ICT, Gilgit/Baltistan, Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
Directors of Elementary and Secondary Education Departments	Telephonic survey with 9 directors; 2 from each province and 1 each from Gilgit/Baltistan and Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
District Education Officers DEOs	Telephonic survey with 20 DEOs; 5 from each province and 1 each from Gilgit/Baltistan and Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
TEOs	Telephonic survey with 20 DEOs; 5 from each province and 1 each from Gilgit/Baltistan and Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
HMs Primary and Secondary	28 telephonic interviews; 4 in each province, in ICT, Gilgit/Baltistan, Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
Teachers Primary and Secondary	28 telephonic interviews; 4 in each province, ICT, Gilgit/Baltistan, Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)
Higher Secondary Teachers	28 telephonic interviews; 4 in each province, ICT, Gilgit/Baltistan, Azad Jammu and Kashmir	Provincial Focal Points (also facilitate in data collection and punching)

## Distance Interviews

Category	No. of Interviews	Responsibility
PDMAs	4	PCU Social Safeguards Coordinator
Telecommunication Companies	2	PCU Team
Broadcast Companies	2	PCU Team
Development Sector Partners	2	PCU Social Safeguards Coordinator
UN Agencies	2	PCU Social Safeguards Coordinator
NGOs representing OOSC, Children with Disabilities, Refugees, Ethnic and Linguistic Minorities, Children on the Move, and Girl Child	4	PCU Social Safeguards Coordinator
Female Education Staff	6	PCU Social Safeguards Coordinator