GOVERNMENT OF THE PUNJAB

SCHOOL EDUCATION DEPARTMENT

Programme Monitoring and Implementation Unit
(PMIU-PESRP)

GRIEVANCE REDRESS MECHANISM
(GRM)

Getting Results: Access and Delivery of Quality Education Services in Punjab GRADES-P
Project
(P176594

Table of Contents

1. Introduction 1
2. Objectives of the Grievance Redress Mechanism 2
3. Why the GRM Matters 3
4. GRM Principles and Building Blocks 5
5. GRM Value Chain 5
6. Types of Complaints 6
7. Grievance Receipt, Channels, and Escalation 9
7.1 Grievance Submission Channels 10
8. Special Provisions for SEA/SH, GBV, and Child Protection Complaints 11
9. Accessibility and Non-Retaliation 12
10. Special Mechanism for Management of GBV, SEA/SH, and Child Protection Complaints 12
11. Guiding Principles for Management of GBV, SEA/SH, and Child Protection Complaints 12
12. Confidential Reporting Channels 13
13. Referral to Support Services 14
14. Referral Systems in Punjab 14
15. Protection Against Retaliation 16
16. Capacity Building and Awareness 16
17. Monitoring and Reporting 16
18. GRM Structure 17
19. Environmental Grievance Redress Mechanism (GRM): 17
20. GRM Mechanism For GBV/SEA/SH Cases 21
21. GRM Register and Unique Identification 28
22. Monitoring, KPIs, and Reporting 29
22.1 Key Performance Indicators 29
22.2 Reporting Cycle 29
23. Communication and Removing Barriers 29
Annexure-A 31

Acronyms

AEO	Assistant Education Officer
APs	Affected Persons
CPD	Continuous Professional Development
DEA	District Education Authority
DEO	District Education Officer
E&S	Environmental and Social
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
ESMF	Environmental and Social Management Framework
ESF	Environmental and Social Framework
GBV	Gender-based Violence
GoP	Government of Pakistan
GoPunjab	Government of Punjab
GRADES-P	Getting Results: Access and Delivery of Quality Education Services in Punjab
GRM	Grievance Redressal Mechanism
GRS	Grievance Redress Service
PBCs	Performance-Based Conditions
PDO	Project Development Objective
PECTAA	Punjab Education Curriculum, Training & Assessment Authority
PEF	Punjab Education Foundation
PESRP	Punjab Education Sector Reforms Programme
PMIU	Program Monitoring and Implementation Unit
POM	Project Operations Manual
SED	School Education Department
SEAH	Sexual Exploitation Abuse and Harassment
SH	Sexual Harassment
SRGBV	School Related Gender Based Violence
SIS	School Information System
TOR	Terms of Reference
TPV	Third Party Validation
WASH	Water, Sanitation, and Hygiene
WB	World Bank

"A Grievance Redress Mechanism is a system by which queries or clarifications about the project are responded to, problems that arise out of implementation are resolved, and grievances are addressed efficiently and effectively."
— Kalahi-CIDSS, Philippines (World Bank GRM Guidance

1. Introduction

The GRADES-P Project (Getting Results: Access and Delivery of Quality Education Services in Punjab) is World Bank-financed initiative under the School Education Department (SED), Government of Punjab. The GRADES -P project aims to improve educational access, inclusivity, and learning outcomes across different educational settings. The GRADES-P aims to tackle low enrollment and learning gaps in Punjab, where 7.6 million children are out of school, disproportionately affecting girls. The project focuses on three pillars: (1) expanding equitable access via climate-resilient classrooms (5,400 new rooms) and public-private partnerships; (2) improving learning through teacher training, recovery curricula, and assessments; and (3) strengthening school governance. Primary beneficiaries include pre-primary and primary students, especially girls, with a target to boost enrollment and reading proficiency as Project Development Objectives. The GRADES-P project will ensure E&S due diligence as per World Bank's Environmental and Social safeguards (ESS).

The Grievance Redress Mechanism (GRM) established under the GRADES-P is a formal institutional framework for receiving, assessing, and resolving project-related concerns. It forms an integral part of the projects' Environmental and Social (E&S) risk management system and fulfills the Borrower's commitments under the Environmental and Social Commitment Plan (ESCP). The GRM operationalizes the principles of accessibility, transparency, responsiveness, and accountability in accordance with the World Bank's Environmental and Social Framework (ESF), particularly Environmental and Social Standard (ESS10) on Stakeholder Engagement, Information Disclosure and Environmental and Social Standard (ESS4) on Community Health and Safety. Beyond complaint handling, the GRM serves as a governance and accountability mechanism that strengthens institutional oversight, supports risk mitigation, and promotes stakeholder confidence in project implementation.

Given the school-based nature of GRADES-P across Punjab, the GRM is designed to function within educational settings involving students, teachers, school support staff, construction workers, and surrounding communities. The mechanism incorporates child-sensitive, gender-responsive, and culturally appropriate procedures to ensure equitable access for all stakeholders, particularly vulnerable and marginalized groups, including girls, children with disabilities, and individuals from low-income households. Measures are incorporated to prevent retaliation, stigma, discrimination, and other barriers to reporting.

The GRM distinguishes between general project-related grievances and complaints involving Gender-Based Violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), and Violence Against Children (VAC). General grievances are addressed through established administrative review and resolution procedures, while SEA/SH, GBV, and VAC complaints are managed through a dedicated confidential pathway based on survivor-centered principles. Such cases prioritize safety, dignity, informed consent (or informed assent for children), confidentiality, and referral to appropriate health, psychosocial, legal, and protection services. Information related to these complaints is managed strictly on a need-to-know basis in accordance with applicable legal requirements and international good practice.

The GRM operates through a tiered structure comprising school-level entry points, district-level oversight, and centralized coordination under PMIU-PESRP. Designated focal persons, grievance committees, and environment, social safeguard and gender specialists are assigned clear roles and responsibilities to ensure

consistency, timely resolution, proper documentation, monitoring, and reporting. The mechanism supports compliance with ESCP commitments while facilitating continuous improvement in grievance management performance.

The establishment of a project-specific GRM is essential because reliance solely on external redress systems, such as public administration, courts, ombudsman offices, or general complaint platforms, may result in delays, increased costs, procedural barriers, and unequal access for affected persons. These challenges are particularly significant for vulnerable groups and for sensitive complaints involving GBV, SEA/SH, violence against children, bullying, intimidation, or retaliation, which require confidential handling and specialized referral pathways. Failure to address grievances promptly and transparently can lead to mistrust, community tensions, disruption of school and project activities, implementation delays, increased costs, and reduced effectiveness of project interventions.

While existing government grievance mechanisms remain available, GRADES-P require a dedicated project-level GRM to address concerns arising directly from project implementation and E&S risk management. This includes grievances related to school and facility improvement works, procurement and service delivery, community engagement activities, teacher training programs, and the activities of contractors, subcontractors, consultants, and project workers. The project GRM complements existing systems by providing a consistent framework for grievance resolution, documentation, monitoring, corrective action, and institutional learning.

The GRM provides stakeholders and Affected Persons (APs) with a structured platform to raise concerns, seek clarification, and resolve complaints related to project activities. Dedicated provisions for SEA/SH and child-related complaints include:

- Confidential and safe reporting channels with multiple entry points;
- Survivor-centered handling based on privacy, informed consent, non-discrimination, and the do-no-harm principle;
- Immediate safety measures and referral pathways to appropriate support services; and
- Protection against retaliation, with clear escalation procedures.

The GRM will be widely publicized, communicated in clear and understandable language, and made accessible at provincial, district, school, and community levels. It will remain operational throughout the project lifecycle and will apply to grievances arising from both direct project activities and activities undertaken by contractors, subcontractors, consultants, and service providers engaged under GRADES-P. By embedding a structured, rights-based grievance mechanism within project implementation, GRADES-P reaffirm their commitment to safe, inclusive, equitable, and accountable educational environments across Punjab.

2. Objectives of the Grievance Redress Mechanism

The Grievance Redress Mechanism (GRM) under GRADES-P is established to ensure that project-related concerns are addressed through a structured, transparent, and accountable process consistent with the Environmental and Social Standards (ESSs) and the Environmental and Social Commitment Plan (ESCP). Beyond resolving complaints, the GRM serves to strengthen institutional governance, mitigate environmental and social risks, and enhance stakeholder confidence in project implementation.

The objectives of the GRM are to:

a. Ensure Accessible and Inclusive Grievance Channels

Provide all project stakeholders including students, parents and caregivers, teachers, school support staff, community members, contractors, and project workers with accessible, culturally appropriate, and user-friendly mechanisms to submit complaints, inquiries, feedback, or suggestions related to project activities.

b. Establish Predictable and Transparent Procedures

Implement standardized procedures for the receipt, registration, assessment, acknowledgment, investigation (where applicable), resolution, and closure of grievances in an impartial, time-bound, well-documented, and transparent manner, with clear communication to complainants throughout the process.

c. Ensure Confidential and Survivor-Centered Management of SEA/SH and VAC Complaints

Provide a dedicated and confidential pathway for complaints related to Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), Gender-Based Violence (GBV), and Violence Against Children (VAC), guided by survivor-centered principles, including safety, dignity, informed consent (or assent for children), non-retaliation, confidentiality, and referral to appropriate support services.

d. Promote Equity and Protection of Vulnerable Groups

Reduce social, cultural, physical, informational, and technological barriers to reporting, with particular attention to women and girls, children, persons with disabilities, and other vulnerable or marginalized groups within school communities.

e. Mitigate Environmental and Social Risks

Facilitate the timely identification and resolution of grievances related to environmental and social impacts, including those associated with school improvement works, contractor conduct, procurement processes, service delivery, community engagement, and other project-supported interventions.

f. Strengthen Institutional Oversight and Risk Management

Serve as an early warning and risk-monitoring mechanism for SED/PMIU-PESRP and implementing entities by identifying recurring issues, systemic weaknesses, implementation gaps, and emerging risks requiring corrective or preventive action.

g. Enhance Accountability and Service Delivery Outcomes

Promote responsiveness, citizen engagement, transparency, and public trust in education sector reforms by strengthening accountability in the delivery of project-supported services, resources, and interventions under GRADES-P.

3. Why the GRM Matters

The Grievance Redress Mechanism (GRM) established under GRADES-P constitutes a key component of the projects' accountability, stakeholder engagement, and risk management framework. It provides a formal, accessible, and transparent process through which project-affected persons and other stakeholders may submit concerns, complaints, suggestions, or feedback related to project planning, implementation, and operational activities. By ensuring that grievances are addressed in a timely, fair, and consistent manner, the GRM supports the principles of transparency, responsiveness, inclusiveness, and due process embedded within the Environmental and Social Framework (ESF) and the Environmental and Social Commitment Plan (ESCP).

The GRM establishes clear procedures for the receipt, registration, assessment, resolution, and monitoring of grievances at the school, district, and PMIU/SED levels. Through these structured processes, the mechanism helps identify and resolve issues before they escalate into disputes that could adversely affect project implementation, stakeholder relationships, or institutional credibility. Systematic recording and tracking of grievances also provide valuable information for management decision-making, enabling the identification of recurring concerns, implementation gaps, and emerging environmental and social risks.

The mechanism plays a vital role in strengthening stakeholder trust and confidence by institutionalizing two-way communication between project stakeholders and implementing agencies. It ensures that concerns are formally acknowledged, investigated, and addressed, rather than being managed informally or overlooked. In doing so, the GRM promotes meaningful stakeholder participation and safeguards equitable access to grievance resolution for vulnerable and marginalized groups, including women, girls, children, persons with disabilities, and other individuals who may face barriers to expressing concerns.

From an environmental and social risk management perspective, the GRM serves as an important early warning and corrective action tool. It facilitates the timely identification and resolution of issues related to contractor performance, school improvement works, labor and working conditions, community health and safety, service delivery concerns, and other project-related environmental and social impacts. Addressing such issues promptly enhances compliance with applicable standards, improves implementation performance, and contributes to the achievement of project development objectives.

The GRM is designed to ensure that grievances are resolved at the lowest appropriate level while maintaining clear escalation pathways and oversight mechanisms. This tiered approach promotes timely and locally responsive solutions, reduces administrative burdens, and enables efficient management of complaints. At the same time, it ensures that all complainants are treated with dignity, fairness, and respect, and that sensitive grievances are handled with appropriate confidentiality and procedural safeguards.

Overall, the GRM functions not only as a complaint-handling mechanism but also as an important governance and accountability tool. By strengthening transparency, promoting stakeholder engagement, supporting adaptive project management, and enhancing institutional responsiveness, the GRM contributes to the effectiveness, credibility, and long-term sustainability of project-supported education sector reforms across Punjab.

An effective GRM provides both intrinsic and instrumental value to GRADES-P:

Intrinsic Value	Instrumental Value

Gives voice to marginalized groups, women, and the poor Builds trust and mutual respect between communities and project authorities	Targets resources efficiently; provides systematic feedback Deters fraud and corruption; generates community ownership Creates demand for proper service utilization

The GRM also carries risks if poorly designed: it may create tensions, be captured by better-connected groups, or remain superficial. Success requires genuine commitment integrating GR into job descriptions, dedicating trained staff, and investing in back-end follow-through, not just front-end complaint receipt.

4. GRM Principles and Building Blocks

The GRM is built on six World Bank-aligned principles and four organizational building blocks:

Six Core Principles	Four Building Blocks
i. Fairness & Objectivity ii. Simplicity & Accessibility iii. Confidentiality & Transparency iv. Speed & Proportionality Accountability Participation v. Social Inclusion	i. Commitment: GR integrated into job descriptions and project ii. Dedication: Dedicated and trained GRM personnel at all levels iii. Processes: Published policy, procedures, and timelines for all six value-chain stages. iv. Analysis: Regular review of grievance data to drive adaptive management

5. GRM Value Chain

GRADES-P GRM follows the World Bank six-stage value chain, ensuring no grievance is left untracked from receipt to closure:

1. Uptake	2. Sort & Process	3. Acknowledge	4. Investigate & Act	5. Monitor & Evaluate	6. Feedback
Multiple channels: Written form, verbal, phone/WhatsApp, email, drop-box, SMC liaison	Categorize, log with unique ID, assign responsible officer, set priority level	Receipt issued within 3 working days; complainant informed of expected timeline	Field verification; corrective action issued to contractor or PIU within defined timelines	Track via GRM register; analyze trends; modify ESMP/processes to prevent recurrence	Written resolution communicated; complainant satisfaction recorded; escalation rights explained

Eight processing steps underpin this chain:

a. Documentation
b. Grouping and categorization by level, type, and status
c. Cross-checking and analysis
d. Grievance handling facilitation
e. Monitoring of the problem-solving process
f. Special discussion for complex cases
g. Reporting and public information
h. Special action and sanction where warranted.

6. Types of Complaints

Grievances under the GRADES-P may arise at the school, community, district, or worksite level throughout project planning, implementation, and operational phases. Given the diverse nature of project interventions including school construction and rehabilitation, teacher support initiatives, foundational learning programs, special education strengthening, procurement activities, and stakeholder engagement processes the Grievance Redress Mechanism (GRM) is designed to receive and address a broad range of environmental, social, fiduciary, institutional, and protection-related concerns.

For the purpose of effective administration, tracking, and resolution, grievances are categorized as follows:

a. Environmental Complaints

These complaints relate to environmental impacts and site management issues associated with construction, rehabilitation, renovation, or maintenance activities undertaken under the Project.

Examples include:

i. Failure to implement Environmental and Social Management Plan (ESMP) mitigation measures.
ii. Excessive dust, smoke, emissions, noise, or vibration from construction activities.
iii. Improper disposal of solid waste, construction debris, or hazardous materials.
iv. Mismanagement of wastewater, sanitation facilities, or drainage systems.
v. Fuel leakage, chemical spills, or unsafe storage of construction materials.
vi. Damage to trees, vegetation, or other environmental resources.
vii. Inadequate site restoration following completion of works.
viii. Unsafe demolition practices or open excavations left unattended.
ix. Lack of environmental signage and hazard warnings.
x. Construction activities conducted during examination periods without coordination.
xi. Poor housekeeping practices creating environmental or safety hazards.

b. Community Health and Safety Complaints

These complaints relate to risks affecting students, teachers, workers, parents, and surrounding communities arising from project activities.

Examples include:

i. Unsafe excavations, exposed electrical wiring, unstable scaffolding, or falling materials.
ii. Inadequate barricading, fencing, signage, or traffic management measures.
iii. Traffic congestion and unsafe access routes affecting students and nearby residents.
iv. Disruption of teaching, examinations, or school operations due to project activities.
v. Damage to school infrastructure, utilities, boundary walls, or community assets.
vi. Inadequate fire safety arrangements or emergency preparedness measures.
vii. Safety risks associated with incomplete works during monsoon or extreme weather events.
viii. Inadequate lighting or security arrangements around project sites.
ix. Failure to consult School Management Committees (SMCs) or affected communities regarding works that may affect school operations.

c. Labor and Working Conditions Complaints

These complaints relate to labor management practices and working conditions of direct, contracted, or community workers engaged under the Project.

Examples include:

i. Delayed or non-payment of wages and benefits.
ii. Unsafe working conditions or lack of personal protective equipment (PPE).
iii. Excessive working hours or unfair labor practices.
iv. Child labor or forced labor.
v. Inadequate worker accommodation or welfare facilities.
vi. Workplace discrimination, harassment, or abuse.
vii. Lack of access to worker grievance mechanisms.
viii. Retaliation against workers who raise concerns or report violations.

d. Education Service Delivery and Quality Complaints

These complaints relate to the quality, accessibility, and effectiveness of education services supported under the Project.

Examples include:

i. Teacher absenteeism or neglect of instructional responsibilities.
ii. Poor teaching quality, inadequate classroom management, or insufficient teacher support.
iii. Biased grading, unfair student assessment practices, or examination misconduct.
iv. Unequal distribution of educational materials or project-supported resources.
v. Failure to provide learning materials or implement approved educational interventions.
vi. Verbal humiliation, discriminatory treatment, or inappropriate disciplinary practices.
vii. Academic favoritism based on gender, disability, socioeconomic status, ethnicity, sect, or other characteristics.
viii. Pressure on students to participate in unofficial tuition or paid coaching arrangements.

e. Governance, Fiduciary, and Institutional Conduct Complaints

These complaints relate to project governance, integrity, transparency, accountability, and professional conduct.

Examples include:

i. Financial mismanagement or misuse of project funds.
ii. Procurement irregularities, favoritism, collusion, or conflicts of interest.
iii. Political interference in project implementation or school selection.
iv. Nepotism in recruitment, appointments, or allocation of project benefits.
v. Manipulation or falsification of attendance, enrollment, learning, or monitoring data.
vi. Abuse of authority, unethical conduct, or breach of professional responsibilities.
vii. Failure to respond adequately to grievances.
viii. Retaliation, intimidation, coercion, or pressure against complainants.
ix. Deliberate withholding of information regarding project activities or benefits.

f. Digital Privacy, Data Protection, and Monitoring Complaints

These complaints relate to the collection, use, storage, and management of personal information and digital monitoring systems.

Examples include:

i. Unauthorized collection, disclosure, or misuse of personal data.
ii. Unauthorized photography or recording of students, teachers, or community members.
iii. Lack of informed consent for digital documentation or data collection.
iv. Data breaches or unauthorized access to confidential information.
v. Falsification of digital monitoring records or reports.
vi. Exclusion of stakeholders due to limited access to digital communication platforms.

g. Inclusion and Equity-Related Complaints

These complaints relate to barriers preventing equitable access to project benefits, participation opportunities, or grievance mechanisms.

Examples include:

i. Restrictions on girls' participation due to cultural or social barriers.
ii. Inadequate privacy, sanitation, or hygiene facilities affecting female students.
iii. Accessibility barriers for children and persons with disabilities.
iv. Lack of disability-friendly infrastructure, assistive devices, or learning materials.
v. Exclusion of marginalized, low-income, minority, or vulnerable groups from consultations or project benefits.
vi. Language barriers preventing stakeholders from understanding project information.
vii. Inaccessible grievance channels for illiterate individuals or persons with disabilities.
viii. Religious, ethnic, social, or gender-based discrimination in project activities

h. Gender-Based Violence (GBV), SEA/SH, and Child Protection

(Confidential and Survivor-Centered Handling)

Allegations involving Gender-Based Violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), Violence Against Children (VAC), or other child protection concerns require

immediate, confidential, and survivor-centered management through dedicated referral and response procedures.

Examples include:

i. Sexual exploitation or abuse by project personnel, contractors, teachers, consultants, or service providers.
ii. Sexual harassment in schools, workplaces, transportation arrangements, or community engagement activities.
iii. Inappropriate communication, grooming behavior, or online harassment involving students.
iv. Abuse of authority in exchange for grades, employment, project benefits, or other advantages.
v. Physical, emotional, or psychological abuse of children.
vi. Intimidation, threats, retaliation, or coercion related to reporting misconduct.
vii. Breaches of Codes of Conduct by project-affiliated personnel.
viii. Distribution of inappropriate images, videos, or digital content.
ix. Sexual harassment or exploitation of female workers or vulnerable individuals.

Complaints of this nature shall not be processed through routine administrative grievance procedures. They shall be managed through confidential pathways consistent with survivor-centered principles, prioritizing safety, dignity, confidentiality, informed consent (or informed assent in the case of children), and referral to appropriate health, psychosocial, legal, and protection services. Information shall be shared strictly on a need-to-know basis and in accordance with applicable legal and institutional protocols.

i. Fraud and Corruption Complaints

These complaints relate to fraud, corruption, and integrity violations associated with Project resources or activities.

Examples include:

i. Bribery, kickbacks, or facilitation payments.
ii. Embezzlement or misappropriation of project funds.
iii. Procurement fraud, bid manipulation, or collusion.
iv. Submission of falsified invoices, claims, or supporting documentation.
v. Misuse of project assets or equipment for personal gain.
vi. Deliberate concealment of financial information.
vii. Any act constituting fraud, corruption, coercion, obstruction, or collusion under applicable regulations and project requirements.

Such complaints shall be referred to the appropriate investigation and accountability mechanisms in accordance with Government procedures and applicable World Bank requirements.

7. Grievance Receipt, Channels, and Escalation

Lodging of a Complaint

In addition to existing provincial grievance mechanisms, including the Punjab Portal, the Provincial Ombudsman, and other sectoral complaint handling systems referenced in the Stakeholder Engagement

Plan (SEP), project-affected persons and other stakeholders may submit complaints, concerns, suggestions, or feedback through the project-specific Grievance Redress Mechanism (GRM) established under GRADES-P.

The GRM is designed to be accessible, transparent, inclusive, confidential, and responsive. Multiple grievance uptake channels will be available to accommodate different stakeholder needs, literacy levels, geographic locations, and accessibility requirements, particularly for women, girls, children, persons with disabilities, and other vulnerable or marginalized groups.

7.1 Grievance Submission Channels

Stakeholders may lodge complaints through any of the following channels:

a. Online Submission

A standardized grievance submission form will be made available through the official PMIU/SED and project websites. Stakeholders may submit complaints electronically through designated online portals and grievance management platforms notified during project implementation.

b. Email Submission

Complaints may be submitted through designated project email addresses established by PMIU/SED for grievance management purposes.

Examples may include:

- www.pesrp.edu.pk
- support@pesrp.edu.pk
- Other project-specific email addresses as notified during implementation.

c. Telephone and Helpline Services

Stakeholders may submit complaints through the PMIU-PESRP Call Centre:

Telephone: 042-111-112-424

Operating Hours: Monday to Friday, 9:00 a.m. to 5:00 p.m.

Complaints received through telephone calls shall be recorded in the grievance management system for further processing and follow-up.

d. In-Person Submission

Complaints may be submitted in person

i. To the focal persons at schools and learning centers supported under GRADES-P and GRADES-STP,
ii. District Education Offices,

iii. PMIU/SED offices: 6-Wahdat Link Road Asif Block, Allama Iqbal Town, Lahore, Punjab, Pakistan and contractor or consultant site offices (where civil works are ongoing).

Complaint registers and boxes will be placed at accessible locations within schools and worksites.

i. Schools supported under GRADES-P.
ii. District Education Offices.
iii. PMIU/SED offices.
iv. Contractor and consultant offices at project sites where civil works are being implemented.

Complaint registers and complaint boxes shall be maintained at accessible locations within schools, district offices, and construction sites to facilitate the submission of grievances.

e. Referral-Based Complaints

Complaints may also be submitted through designated referral channels, including:

i. School grievance focal persons.
ii. Gender focal persons.
iii. School Management Committees (SMCs).
iv. Assistant Education Officers (AEOs).
v. District Education Authorities.
vi. Community representatives and local grievance committees.

Where appropriate, grievances received through these channels shall be formally recorded and referred to the relevant level of the GRM for review and resolution.

f. Anonymous Complaints

The GRM shall accept anonymous complaints, particularly where complainants may fear retaliation, stigma, discrimination, or other adverse consequences.

Anonymous complaints may be submitted through:

i. Complaint boxes.
ii. Email communications using pseudonyms.
iii. Telephone calls.
iv. Written submissions without identifying information.
v. Designated grievance focal persons with a request for confidentiality.

Anonymous complaints shall be reviewed and addressed to the extent possible based on the information provided.

8. Special Provisions for SEA/SH, GBV, and Child Protection Complaints

Complaints related to Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), Gender-Based Violence (GBV), Violence Against Children (VAC), or other child protection concerns shall be managed through dedicated confidential reporting pathways.

Such complaints may be submitted through designated trained focal persons, gender specialists, child protection representatives, or other approved referral channels. Information shall be handled on a strict need-to-know basis and shall not be disclosed without the informed consent of the survivor, except where disclosure is required by law or where there is an imminent risk of harm.

All SEA/SH, GBV, and child protection complaints shall be managed in accordance with survivor-centered principles, ensuring safety, dignity, confidentiality, non-discrimination, and access to appropriate health, psychosocial, legal, and protection services.

9. Accessibility and Non-Retaliation

The GRM shall be free of charge and accessible to all stakeholders irrespective of gender, age, disability, literacy level, ethnicity, religion, or socioeconomic status. No individual shall be subjected to retaliation, intimidation, discrimination, or adverse treatment for submitting a complaint or participating in the grievance resolution process.

Information on grievance submission channels and procedures shall be widely disseminated through schools, community meetings, stakeholder consultations, notice boards, project websites, and other communication platforms to ensure broad awareness and accessibility.

10. Special Mechanism for Management of GBV, SEA/SH, and Child Protection Complaints

Recognizing the sensitive nature of Gender-Based Violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), and Violence Against Children (VAC), GRADES-P shall establish a dedicated and confidential complaint management mechanism separate from the general Grievance Redress Mechanism (GRM).

The mechanism is designed to ensure survivor safety, confidentiality, dignity, and access to appropriate support services while complying with the requirements of the World Bank Environmental and Social Framework (ESF), particularly ESS10, ESS2, ESS4, and relevant Good Practice Notes on SEA/SH Risk Management.

This mechanism shall apply to all project-supported schools, learning centers, special education institutions, district education offices, contractors, consultants, service providers, and project personnel engaged under GRADES-P.

Complaints may be submitted by students, parents or guardians, teachers, school staff, workers, community members, or any project-affected person.

11. Guiding Principles for Management of GBV, SEA/SH, and Child Protection Complaints

All GBV, SEA/SH, and Child Protection complaints shall be managed in accordance with the following principles:

a. Survivor-Centered Approach

The safety, dignity, well-being, rights, and choices of the survivor shall remain the primary consideration throughout the complaint management process.

b. Best Interests of the Child

For complaints involving children, all decisions and actions shall be guided by the best interests of the child.

c. Confidentiality

Information relating to complaints shall be handled on a strict need-to-know basis and shall only be accessible to authorized personnel.

d. Safety and Protection

Immediate measures shall be taken to prevent retaliation, intimidation, further harm, or re-victimization of survivors and complainants.

e. Informed Consent and Assent

No referral or action shall be taken without the informed consent of the survivor. For children, informed assent shall be sought where age and maturity permit, while consent requirements shall be managed in accordance with applicable child protection laws.

f. Do No Harm

The mechanism shall avoid victim-blaming, forced mediation, repeated interviewing, public disclosure, or any action that may retraumatize survivors.

g. Non-Discrimination

All complaints shall be handled fairly and respectfully regardless of age, gender, disability, ethnicity, religion, socioeconomic status, or other characteristics.

12. Confidential Reporting Channels

GBV, SEA/SH, and Child Protection complaints shall not be processed through routine grievance channels.

Dedicated reporting options shall include:

a. Designated GBV/Child Protection Focal Persons at school, district, and PMIU levels.
b. Confidential in-person reporting.
c. Sealed complaint boxes located in schools and learning centers.
d. Telephone helpline services.
e. Dedicated email and digital reporting channels.

f. Reporting through trusted intermediaries such as parents, guardians, School Management Committees (SMCs), community representatives, or teachers.

Anonymous complaints shall also be accepted and reviewed to the extent possible based on the information provided. Information regarding available reporting channels shall be displayed prominently in schools, project sites, district offices, and community outreach materials.

a. Intake and Immediate Response

Upon receipt of a complaint:

i. The designated focal person shall receive the complaint respectfully, confidentially, and without judgment.
ii. Only minimum information necessary for referral and follow-up shall be recorded.
iii. No detailed interviewing or investigation shall be conducted by GRM personnel.
iv. An immediate safety assessment shall be undertaken to identify urgent protection needs.
v. Appropriate interim protective measures shall be implemented where necessary.

b. Protective measures may include:

i. Separation of the alleged perpetrator from the survivor.
ii. Restriction of access to schools or project sites.
iii. Enhanced supervision and safeguarding arrangements.
iv. Measures to prevent retaliation or intimidation.

All SEA/SH and child protection complaints shall be referred to the PMIU Gender Specialist within twenty-four (24) hours using coded, non-identifying information.

13. Referral to Support Services

A district-wise referral directory of pre-identified and vetted service providers shall be developed and maintained under GRADES-P, including**:**

a. Public sector child protection and social welfare institutions;

b. Emergency Services**:** Rescue 1122.

c. Punjab Commission on the Status of Women (PCSW) 1043 (24/7, legal, social support).

d. Child Protection & Welfare Bureau Helpline 1121.

e. Health Department Helpline 1033.

f. Police Emergency 15 or 8787.

g. Human Rights/Minority: 1040.

h. Social Welfare/Bait-ul-Maal: 1312.

14. Referral Systems in Punjab

a. **Health (DHQ/THQ):**

i. District Headquarter (DHQ) and Tehsil Headquarter (THQ) hospitals feature Medical Social Services Units (MSSUs) to assist needy patients and refer them to higher-level facilities, often via Pakistan Bait-ul-Maal or Patient Welfare Societies.

ii. District Women Protection Officers (DWPOs) facilitate referrals for medical aid, legal support (FIR lodging), and shelter for GBV survivors.

b. **Walk-in:**

i. Services are accessible through District Social Welfare Offices, Protection Centers, and DHQ/THQ hospitals.

c. **Digital:**

i. Complaints can be filed via the Punjab Portal (1284), or specialized apps for services like Dastak (1202).

d. **Legal aid services and relevant protection units, including:**

i. Punjab Legal Aid Agency (PLAA);

ii. District Legal Empowerment Committees (DLECs);

iii. Legal Aid Cells of District Bar Associations;

iv. Free Legal Aid Desks at District & Sessions Courts;

v. Police Women & Children Desks;

vi. Child Protection Units at Police Stations;

vii. Punjab Police GBV Cells;

viii. Women Protection Centers (WPCs);

ix. Dar-ul-Aman (Government Shelters);

x. Punjab Child Protection & Welfare Bureau (CPWB) Units;

xi. Zainab Alert, Response and Recovery Agency (ZARRA) focal units, and

xii. Recognized civil society organizations providing survivor support services.

Survivors shall be offered information about available support services and referral options in a language and manner that is age-appropriate and understandable. Referrals shall be made only with informed consent, except where mandatory child protection obligations apply.

Survivors shall be provided with information regarding available support options in a language and format they can understand.

Referrals shall only be made with informed consent unless mandatory reporting obligations under child protection legislation apply.

Worker-specific grievance channel (ESS2): A confidential suggestion box is placed at each worksite. Workers are briefed on rights at induction. Child/forced labor complaints are reported immediately to PMIU and the World Bank. Contractors must embed GRM provisions in their Code of Conduct and sub-contractor agreements.

15. Protection Against Retaliation

Retaliation against complainants, survivors, witnesses, or individuals participating in complaint resolution processes is strictly prohibited.

Any person found engaging in intimidation, coercion, discrimination, threats, or reprisals shall be subject to disciplinary, contractual, or administrative action in accordance with applicable laws and project procedures.

16. Capacity Building and Awareness

Mandatory training shall be provided to:

- Teachers and school management.
- District education officials.
- Contractors and workers.
- Consultants and service providers.
- GRM focal persons.

Training shall cover:

- Child safeguarding.
- GBV and SEA/SH risk identification.
- Survivor-centered response.
- Confidentiality requirements.
- Referral procedures.
- Codes of Conduct.
- Non-retaliation obligations.

Age-appropriate awareness materials shall be disseminated to students, parents, and communities.

17. Monitoring and Reporting

PMIU shall maintain a secure and anonymized database of GBV, SEA/SH, and Child Protection complaints.

Only aggregated and non-identifiable information shall be used for monitoring and reporting purposes.

Monitoring shall focus on:

i. Number and type of complaints received.
ii. Timeliness of referrals.
iii. Availability and utilization of support services.
iv. Implementation of corrective measures.
v. Recurring risks and safeguarding gaps.

Periodic reports shared with the World Bank shall contain only anonymized and aggregated information.

18. GRM Structure

The GRM has a clear structure that explicitly spells out how it functions: the roles and responsibilities assigned to its different level or personnel responsible for handling different aspects of the grievance resolution process such as receiving, recording, and sorting complaints; conducting assessments and resolution processes; coordination; and monitoring. In cases of SEA/SH, the structure will allow direct referral to services, with the GRC engaged only upon survivor consent.

19. Environmental Grievance Redress Mechanism (GRM):

The Environmental Grievance Redress Mechanism (GRM) under the GRADES Project follows a structured two-tier approach to ensure timely, transparent, and effective resolution of environment-related complaints.

Tier 1 focuses on site-level resolution, where minor grievances are addressed directly at the sub-project site by the respective Consultant in coordination with the contractor and school administration, enabling immediate corrective actions and preventing escalation.

Tier 2 applies to grievances that remain unresolved at the site level or require technical and administrative review; such cases are referred to the Environmental Grievance Redress Committee (GRC) for formal assessment, investigation, and resolution in line with the World Bank Environmental and Social Framework (ESF), project safeguard instruments, and applicable national environmental laws. This two-tier system promotes rapid local response while ensuring institutional oversight for complex or sensitive environmental matters.

Level	Tier	Responsible Body & Composition	Timeline	TORs
L1	**District-Level Environmental Grievance Redress Committee (EGRC)** *Established for handling environment-related grievances*	Composition of Committee: • District CEO Education – Convener • DEO (Male/Female) – Member • Environmental Specialist GRADES-P – Secretary	Env.EGRC: 3 weeks from receipt	1. Receiving, reviewing, and resolving environment-related grievances arising from GRADES Project activities within the district, including but not limited to issues related to dust, noise, waste management,

	under the GRADES Project at the district level.	• Concerned AEO – Member • Co-opted member as required Quorum: 4 members; decisions by consensus or 2/3 majority		wastewater disposal, drainage, environmental pollution, and site-specific environmental health and safety concerns. 2. Ensuring that environmental grievances are addressed within three (03) weeks from the date of receipt. 3. Conducting field visits, site inspections, verification, and stakeholder consultations, where required, for fact-finding and resolution of environmental complaints. 4. Ensuring that all decisions are in conformity with: a. World Bank Environmental and Social Framework (ESF); b. Environmental and Social Management Framework (ESMF); c. Environmental and Social Management Plans (ESMPs); and d. Applicable environmental laws, rules, and regulations of Pakistan. 5. Resolving grievances through consensus, or through a two-thirds majority decision where consensus is not achievable. 6. Ensuring that environmental grievances pending

				before courts of law are not entertained by the Committee. 7. Maintaining a minimum quorum of four (04) members for meetings. 8. Referring unresolved, technically complex, or sensitive environmental cases to the PMIU-Level Environmental GRC for further review. 9. Maintaining proper records of environmental grievances, decisions, corrective actions, and timelines, and sharing the same with PMIU on a regular basis.
L2	**PMIU Environmental EGRC:** *Established for environmental grievance redress under the GRADES Project.*	Composition of committee: • Project Director GRADES – Convener • DEO (Male/Female) – Member • Programme Coordinator GRADES – Member • Environmental Specialist GRADES-P – Secretary • Co-opted member as required	Env. EGRC: Preferably at 1st hearing; max 15 days	1. Reviewing and resolving environment-related grievances referred by District-Level Environmental GRCs that remain unresolved or require higher-level technical or administrative intervention. 2. Ensuring resolution of environmental grievances preferably on the first hearing, and in any case within fifteen (15) days of receipt. 3. Conducting independent field investigations or seeking technical or expert input in

				complex environmental cases. 4. Reviewing environmental grievances from indirectly affected persons or those arising during project implementation. 5. Ensuring consistency of decisions with: o World Bank Environmental and Social Framework (ESF) and Environmental and Social Commitment Plan (ESCP); o Project environmental safeguard instruments; and o Applicable national environmental laws, rules, and policies. 6. Providing technical oversight and guidance to District-Level Environmental GRCs for the effective functioning of the Environmental Grievance Redress Mechanism (GRM). 7. Maintaining comprehensive records of environmental grievances, decisions, corrective actions, and follow-up measures.

				8. Advising corrective, preventive, and systemic environmental measures to improve project implementation and ensure environmental compliance.

20. GRM Mechanism For GBV/SEA/SH Cases

The GRADES-P Project shall adopt a survivor-centered approach in the handling of GBV/SEA/SH cases, ensuring that survivors have timely access to quality and holistic services, including health care, psychosocial support, legal and security assistance, safehouse or shelter services, and, where appropriate, livelihood support. The safety and wellbeing of the survivor shall be treated as the first and most important priority at all stages of response. Survivors shall be supported to make informed decisions, based on clear, accessible, and understandable information about available options and services, provided in a language they comprehend and in a manner that takes into account their individual circumstances and vulnerabilities. In the case of children, informed consent cannot be provided; however, depending on age and maturity, children may provide informed assent, and all actions shall be guided by the best interests of the child.

Level	Tier	Responsible Body & Composition	Timeline	Scope
L1	**School-Level Complaint Resolution Committee (S-GRC)** *Established for handling gender-related grievances under the GRADES-*	• **Proposed Composition (School Level):** 1. Head of School (Headteacher/Principal) **(Convener)** 2. Assistant Education Officer (AEO) **Secretary** 3. School Council member (female) (**Member)** 4. One Co-opted member (as needed, e.g., female teacher/member for gender-sensitive matters)	General: 5–7 working days GBV/SEA/SH: Acknowledge immediately; refer to D-GRC within 24 hrs	1. Complaints may be received from students, parents/guardians, teachers/staff, community members, or witnesses through verbal, written, or anonymous channels. 2. On receiving a complaint, the Committee acknowledges it immediately, assigns a case code, and records only essential information while protecting confidentiality. 3. The Committee prioritizes safety, dignity, confidentiality, and informed

	P &STP Project at the school level.			choice, and applies child-friendly and survivor-cantered procedures. 4. Immediate protective steps are taken as needed, including separating the complainant/survivor from the alleged offender and preventing retaliation. 5. The Committee provides information on available support and referral options (psychosocial, medical, child protection, and legal) without forcing any option. 6. The Committee does not conduct formal investigations, hearings, or mediation in SEA/SH/GBV cases, and avoids detailed questioning. 7. All cases are referred to the District Committee within 24 hours in coded form, along with a brief note on protective measures taken. 8. If the allegation involves an outsider (contractor/labourer/vendor), access to the school is stopped immediately and the District and PMIU are informed without delay. 9. The Committee ensures controlled access for visitors/workers, especially in ECE areas, toilets, and play spaces. 10. Additional safeguards are applied for ECE learners, Special Education students, and non-formal settings, including disability-sensitive communication and support persons where required. 11. The Committee supports prevention by displaying reporting information in

				school and conducting periodic awareness sessions for staff, students, and parents.
L2	**D-GRC:** *Established for handling gender - related grievances under the GRADES-P&^STP Project at the district level*	Proposed Composition: 1.District CEO (Education) (Convener) 2.Gender Specialist, PMIU, (Secretary) 3.District Education Officer (DEO) (**Member)** 4.Head of the concerned School/Institution) (Member) 5. One Co-Opted **member**	**D-GRC:** Acknowledge & risk-classify: 24 hrs Protective measures: 24 hrs Referrals (medical/ psychosocial/ legal): 24–48 hrs Admin. action initiated: 72 hrs Escalate high-severe to PMIU: 24 hrs Full resolution: 15 working days	1. The District GBV/SEA/SH Response Committee receives and manages all GBV/SEA/SH and violence against children cases referred by School Heads and School Focal Persons through secure, confidential channels. 2. Every referral is acknowledged within 24 hours, assigned a case code/ID, and entered into a confidential registry using only minimum information (date, referring institution, allegation type, initial risk level). 3. Each case is risk-classified within 24 hours as low/medium/high-severe; high-severe includes cases involving children, sexual abuse, coercion/threats, repeated allegations, retaliation risk, or allegations against contractors/labourers/outsiders. 4. Immediate protective measures are confirmed or directed without delay, including separation of survivor and alleged offender, no-retaliation arrangements, and any required learning continuity measures (class/section/exam adjustments, supervised movement, restricted contact).

				5. Referrals to services are activated within 24–48 hours in line with survivor/guardian choice and available pathways (medical, psychosocial, child protection, and legal aid), using survivor-centered, child-sensitive handling and avoiding repeated retelling of events. 6. Appropriate administrative action is initiated or recommended based on the category of alleged offender: a) Teacher/staff: duty restrictions/separation and referral to competent disciplinary authority; b) student: safeguarding plan, counselling support where available, and disciplinary measures under rules; c) contractor/labourer/outsider: immediate restriction/removal from school access, Code of Conduct enforcement, and contract sanctions through PMIU/procurement channels. 7. All high-severe cases are escalated to PMIU within 24 hours, including cases requiring coordination with external authorities(ombudsperson), using coded, non-identifying information and strict need-to-know sharing. 8. Confidentiality is maintained through restricted case files, prohibition of disclosure in public

				records/WhatsApp/open emails, and use of anonymized reporting only. 9. Follow-up is conducted within 7 days to confirm safety measures, absence of retaliation, and access to services; cases remain under monitoring until closure based on confirmed safety, completed referrals (where opted), and progress on administrative action. 10. Additional safeguards are applied for Special Education and Non-Formal settings, including disability-sensitive procedures, accessible communication, support persons (where needed), and enhanced supervision and outreach due to higher vulnerability. 11. Mandatory timelines are observed: acknowledgement and risk classification within 24 hours, protective measures within 24 hours, referrals within 24–48 hours, escalation to PMIU (high-severe) within 24 hours, and initiation of administrative action within 72 hours where applicable. 12. Periodic aggregated reports are shared with PMIU using non-identifying data (case counts/types, response timeliness, referrals, and status of actions), maintaining full confidentiality.
L3	**(PMIU-GRC):**		**PMIU-GRC:**	1. Provides project-level oversight and response for

	Established for handling gender - related grievances under the GRADES-P&STP Projects at the PMIU level.	**PMIU Gender/GBV Committee** • Project Director PMIU – (Convener) • Gender Specialist PMIU – (Secretary) • Environment Specialist PMIU – (Member) • Programme Coordinator PMIU – (Member) • One Co-opted member	Acknowledge & risk-classify: 24 hrs Admin/contract action: 72 hrs Ongoing follow-up until closure	all GBV/SEA/SH cases under GRADES-P and STP projects, including cases escalated from districts and cases involving contractors, laborers, vendors, technicians, or other project-related personnel. 2. Every case is acknowledged within 24 hours, assigned a confidential case code/ID, and entered into a secure registry using only essential, non-identifying information. 3. A rapid risk assessment is completed within 24 hours to classify cases as low/medium/high-severe, and to confirm that immediate protection measures are in place at school and district levels. 4. Survivor-centered and child-sensitive handling is maintained throughout, including confidentiality, informed choice, and avoidance of repeated retelling of events; legal reporting is not forced except where mandatory child protection requirements apply. 5. Referrals to services are verified and facilitated through district pathways (medical, psychosocial, child protection, and legal support) and gaps in referral availability are addressed through coordination with relevant departments and partners. 6. The Committee conducts administrative inquiry as needed for project decisions and ensures timely project-

				level actions, including restricting access to schools, directing interim safeguards, and documenting compliance. 7. For contractor/labourer/outsider cases, immediate site removal and access restriction are enforced, Code of Conduct provisions are triggered, and contract sanctions are applied through procurement/contract management channels (including suspension, termination, and where applicable, blacklisting). 8. For teacher/staff cases, coordination is ensured with competent authorities for disciplinary processes and protective measures, with follow-up to confirm actions are initiated and tracked. 9. For cases involving Special Education and Non-Formal settings, disability-sensitive and child-friendly procedures are ensured, including necessary accommodations and safe participation of support persons where appropriate. 10. High-severe cases are managed with priority, including timely coordination with external authorities (Ombudsperson/police/child protection) where required by law or where the survivor/guardian opts for legal action, with safe referral support and confidentiality safeguards.

				11. Confidentiality is protected through restricted access case files and prohibition of disclosure through informal channels; reporting is limited to coded and aggregated information. 12. Mandatory timelines are observed: acknowledgement and risk classification within 24 hours, initiation of administrative/contractual actions within 72 hours where applicable, and ongoing follow-up until closure based on safety confirmation and completion of actions. 13. Periodic aggregated reporting is prepared for project leadership and the World Bank using non-identifying data (case volume/type, response time, referrals, and administrative/contractual actions), alongside prevention and system-strengthening recommendations. .

21. GRM Register and Unique Identification

All grievances are logged in a standardized register maintained in hard copy at site level and digitally at PIU and PMIU levels. Each grievance receives a Unique ID:

GRM – [DISTRICT CODE] – [YEAR] – [SEQUENTIAL NO.] e.g. GRM-LHR-2025-001

Grievance ID	Date Received	Complainant / Contact	Location	Category	Description	Status	Resolved By / Date
GRM-LHR-2025-001						Open / Closed	

The register is updated weekly by the GRM Focal Person and submitted monthly to the PIU. The PMIU maintains the cumulative provincial database.

22. Monitoring, KPIs, and Reporting

22.1 Key Performance Indicators

GRM Performance Indicator	Target	Reported By / Frequency
Grievances acknowledged within 3 working days	100%	Monthly – GRM Focal Person
Grievances resolved within defined timelines	>85%	Monthly – S-GRC
Complainants satisfied with resolution	>75%	Quarterly – PMIU
Gender-disaggregated grievances recorded	100% disaggregated	Quarterly – Gender FP
GBV/SEA/SH complaints investigated and referred	Zero tolerance; 100%	Monthly – PMIU
Outstanding / unresolved grievances at period end	Minimized; all justified	Monthly – S-GRC to PMIU

22.2 Reporting Cycle

Report	Prepared By	Submitted To	Frequency & Contents
Monthly GRM Log	GRM Focal Person	PMIU	By 5th of each month — all grievances, status, resolution
Quarterly GRM Summary	PMIU	World Bank TTL	Trends, unresolved cases, gender breakdown, systemic issues
Semi-Annual ESMP Report	PIU / E&S Specialist	PMIU + WB	Mitigation status, incidents, corrective actions
Ad Hoc / Incident Report	GRM FP / PIU	PMIU + WB (48 hrs)	Serious grievance, harm, corruption, or media attention

GRM effectiveness is formally reviewed at the Mid-Term Review (MTR) and during World Bank supervision missions. Where recurring grievances signal ESMP gaps, the ESMP is updated with World Bank concurrence.

23. Communication and Removing Barriers

Effective GRM communication sends four essential messages to communities:

a. Filing a grievance is free of charge.
b. Grievances are treated confidentially; there is no retaliation against complainants.
c. Complainants receive a receipt and timely updates on their complaint.
d. Grievances improve project delivery — the project values feedback.

Awareness measures include: bilingual (Urdu/Punjabi) notice boards at every school site; GRM brochures distributed via SMCs; female community mobilizers for targeted women's outreach; local FM

radio announcements where feasible; and GRM information on the PMU/SED website. SMC members and school heads are trained as community GRM liaisons.

GBV/SEA/SH special provision: A designated female GRM Focal Person is appointed at each district. GBV complaints are handled exclusively by trained female staff. Referral pathways to local support organizations are documented and available. A zero-retaliation policy applies — contractor employees face termination and project staff face disciplinary action for any retaliation.

Roles and Responsibilities

Position / Body	Key GRM Responsibilities
GRM Focal Person (School/Site)	Receive, log, acknowledge all complaints; field verification; first-level resolution; weekly register update; monthly report to PMIU. GBV/SEA/SH: immediate safeguarding and referral to D-GRC within 24 hrs.
District Environmental EGRC	Receives and resolves env. grievances within 3 weeks; field inspections; min. quorum 4; refers complex cases to PMIU EGRC. Convened by CEO Education.
District Gender/GBV D-GRC	Manages all GBV/SEA/SH referrals from schools; risk classification within 24 hrs; protective measures and service referrals within 24–48 hrs; administrative action within 72 hrs; resolves within 15 working days. Convened by CEO Education.
PMIU Environmental EGRC	Reviews complex/unresolved env. cases; independent field investigations; technical guidance to districts; WB ESF/ESCP compliance. Convened by Project Director GRADES. Resolves preferably at first hearing, max 15 days.
PMIU-GRC (Gender/GBV/SEA/SH)	Project-level oversight for all GBV/SEA/SH including contractor/vendor cases; contract sanctions; coordination with Ombudsperson/police/child protection; aggregated non-identifying reporting to World Bank. Convened by Project Director PMIU.
Contractor Site Supervisor	Maintain worksite complaint box; brief workers on rights at induction; escalate to GRM FP; Code of Conduct compliance; immediate removal from site if GBV/SEA/SH allegation is raised.
World Bank TTL	Review quarterly GRM reports; supervise GRM during implementation missions; handle GRS referrals.

Annexure-A

Grievance Redress Mechanism (GRM) Complaint Registration Form
PMIU – GRADES-P

Sr. No	Complainant Information	Details
1.	Name	
2.	Address	
3.	CNIC	
4.	Organization	
5.	Gender	☐ Female ☐ Male ☐ Other ☐ Prefer not to disclose
6.	Age (if student):	
7.	Do you wish to remain anonymous?	☐ Yes ☐ No
8.	Do you identify as a Person with a Disability (PWD)?	☐ Yes ☐ No
12.	Location	School Name: _____ District: _____ Construction Site: _____ Date of Incident: _____
13.	Type of complaint	☐ Environmental Issues ☐ Social Issues ☐ Health & Safety ☐ Labor & Workplace Issues ☐ GBV / SEA / SH

DETAILS OF COMPLAINT

Please describe the complaint in detail (what happened, who was involved, where, when):

Was this issue previously reported?

☐ Yes

☐ No

If yes, to whom and when? _____

CONFIDENTIALITY & SUPPORT (For GBV/SEA/SH Cases)

Does the complainant require immediate support?

☐ yes ☐ No

Do you consent to referral to support services?

☐ Yes ☐ No

FOR OFFICIAL USE ONLY

Complaint Registration Number: _____

Date Received: _____

Received By (Name & Designation): _____

Level of Registration:

☐ School Level

☐ District Level

☐ Provincial Level

Investigation Assigned To: _____

Date Acknowledgement Sent: _____

Proposed Resolution:

Date of Resolution: _____

Complainant Satisfied?

☐ Yes

☐ No (Escalated)

Case Closure Date: _____

Signature of Responsible Officer: _____

YOUR VOICE MATTERS

Have a concern, question or complaint about this school or project work?

F R E E · C O N F I D E N T I A L · N O R E T A L I A T I O N

H E L P L I N E 042-111-112-424

Project GRM	**In an emergency or for sensitive concerns**
Email: support@pesrp.edu.pk	**Rescue:** 1122
Website: www.pesrp.edu.pk	**Police:** 15
Office: PMIU-PESRP, 6-Wahdat Link Road, Asif Block, Allama Iqbal Town, Lahore	**Child Protection and Welfare Bureau:** 1121
	Punjab Women's Helpline (24/7): 1043

A B O U T T H I S B O O K L E T

Prepared under the Getting Results: Access and Delivery of Quality Education Services in Punjab (GRADES-P) project for the School Education Department, Government of the Punjab.

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