



GOVERNMENT OF THE PUNJAB

**School Education Department (SED)
Literacy and Non-Formal Basic Education Department
(L&NFBED)
Special Education Department (SpED)**

**Girls' Results Agenda for the Development of
Education Sector in Punjab (GRADES) SYSTEM
TRANSFORMATION IN PUNJAB PROJECT (P508940)**

REVISED DRAFT STAKEHOLDER ENGAGEMENT PLAN (SEP)

April 2025

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1. Introduction

Girls' Results Agenda for the Development of Education Sector in Punjab Systemic Transformation Grant (GRADES-STP) will be implemented across Punjab. It will build upon gains through Third Punjab Education Sector Project (PESP III), Actions to Strengthen

Performance for Inclusive and Responsive Education Program (ASPIRE) and Punjab Human Capital Investment Project (PHCIP) and will complement and reinforce interventions in progress through Girls' Results Agenda for the Development of Education Sector in Punjab (GRADES-P). These operations support the SED to improve enrolment, retention and learning outcomes. GRADES-STP will build upon the successes of these projects and will expand support to the L&NFBED and SpED. The project's theory of change and its interventions are informed by the Catalyzing Learning in Pakistan Policy Brief for Punjab, the World Development Report 2018: Learning to Realize Education's Promise, and the Global Education Evidence Advisory Panel's Cost-Effective Approaches to Improve Global Learning, among other knowledge products. GRADES-STP will be financed through the grant from Global Partnership for Education Trust Fund. The Global Partnership for Education Trust Fund is a multilateral financing mechanism established in 2003 to support education systems in the world's lowest income countries. Administered by the World Bank as its trustee, the fund mobilizes grants from donor governments, foundations, and private sector partners to help low and lower-middle-income countries strengthen their education policies, improve learning outcomes, and ensure equitable access to schooling.

The GRADES-STP and GRADES Punjab projects are complementary projects in several project activities, as both aim 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 E&S instruments for GRADES-P were prepared and approved in 2021-22 during the project appraisal stage, but the project became effective later in April 2025.

GRADES-STP will leverage the relevant management and mitigation measures from Environmental and Social Management Framework (ESMF), Labor Management Procedures (LMP), Resettlement Policy Framework (RPF), Grievance Redressal Mechanism (GRM) from GRADES-P, which are already approved by World Bank and disclosed publicly. Both projects will be managed by the same PMU-GRADES, established under SED-Punjab. Hence the E&S specialist to be hired under GRADES-Punjab will be responsible for the implementation of E&S instruments in STP Project as well. STP Project will leverage ESMF, RPF and relevant instruments from the GRADES-Punjab project to ensure E&S due diligence as per World Bank's Environmental and Social safeguards (ESS).

The activities in both projects share common objectives of enhancing teaching practices, improving infrastructure, and fostering stakeholder engagement. Both projects prioritize the establishment of Early Childhood Education (ECE) classrooms and inclusive education strategies, with GRADES-STP targeting formal education systems, while GRADES Punjab extends support to regional districts with a stronger emphasis on local needs. Both projects also focus on improving teacher training and development, as well as using data systems to monitor progress and make informed decisions. The focus on gender equality and inclusivity, particularly for marginalized groups like girls and children with disabilities, is another common thread that ties these projects together as under GRADES-STP, 3500 SED schools will be upgraded to nurture the infrastructural

needs for specially abled students. Also 301 Special Education Schools will be provided ECE centers that comply to the SED's ECE quality standards. Additionally, both initiatives involve consultations and capacity-building efforts for school management, ensuring long-term sustainability of interventions.

The project's environmental and social risk rating is deemed substantial. While environmental impacts such as temporary construction pollution and e-waste are localized and mitigable, significant social risks remain. These include potential exclusion of vulnerable groups, GBV risks during school renovations, and heightened child protection concerns in non-formal education settings. Challenges in monitoring SEA/SH risks, stakeholder resistance, and risks to children with disabilities further elevate the rating.

However, the non-aligned component of GRADES-STP relates to its focus on non-formal education institutes under the L&NFBED, which diverges from the formal school systems targeted by GRADES Punjab. GRADES-STP incorporates a specialized strategy for non-formal learning environments, such as re-enrollment of out-of-school children (OOSC) through Non-Formal Education Institutes (NFEIs), with a focus on reaching middle-level OOSC, particularly girls. These institutes will provide Accelerated Learning Programs (ALPs) for students aged ten and above, supporting them through digital learning tools, teacher development programs, and transition pathways to formal education. The consultation process for these non-formal institutions has been integral to the project's preparation phase, helping to refine engagement strategies that will enable effective collaboration with this sector. Stakeholder engagement strategies for this component include targeted outreach to underserved communities, development of localized teacher training programs, and leveraging technology for improved learning outcomes. These strategies are distinct from the formal school-based approaches in GRADES Punjab, yet they align with the broader goal of improving access to quality education for all children.

The table below gives a description of the similar and different project activities of both the projects:

Complementarities between GRADES Punjab and GRADES-STP		
Project Activities	GRADES-STP (GPE grant)	GRADES Punjab (IDA Credit)
Expansion of Early Childhood Education (ECE) Classrooms	Establishment of 3,530 ECE classrooms, prioritizing girls' schools	Establishment of ECE classrooms in underserved areas
Teacher Training and Development (CPD Programs)	Development of CPD programs for SED, SpED, and L&NFBED teachers	Teacher training programs for SED teachers, including CPD and leadership training

Improvement of Infrastructure (Inclusive & Disability-Friendly)	Provision of disability-friendly infrastructure for SpED and SED	Provision of disability-friendly infrastructure for SpED schools
Development of Teaching and Learning Materials (TLM)	Development of child-centered, gender-sensitive TLM	Development of new textbooks and resources for foundational learning
Mentoring and Coaching for District Management	Mentoring program for AEOs and middle school heads	Similar support for district management through leadership training
Data Collection and Student Tracking	Implementation of unique student IDs for data standardization	Similar data tracking and household surveys
Enhancement of Assessment Systems	Strengthening school-based assessments and learning outcome tracking	Strengthening assessment systems for foundational literacy & numeracy
Community and Stakeholder Engagement (Parental Engagement)	Parental engagement campaigns on foundational learning	Similar parental engagement and awareness campaigns
Policy Dialogues and Roundtables	Development of policy dialogues focusing on educational challenges	Similar policy dialogues on gender-based challenges and inclusive education
Different Activities Under GRADES Punjab and GRADES-STP		
Re-enrollment of Out-of-School Children (OOSC)	Focus on re-enrollment through NFEIs with an ALP program	Not a part of GRADES Punjab project
Fundraising for School Improvement	Not included in GRADES-STP project	Includes alumni engagement and fundraising for school improvements
Establishment of Non-Formal Education	Establishment of 1,000 NFEIs for middle-level OOSC	Not a part of GRADES Punjab project

Institutes (NFEIs)		
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1.1 Project Development Objectives (PDOs):

The Project Development Objective (PDO) is: To improve girls' and boys' participation and learning levels in pre-primary and primary levels and enhance remedial learning at elementary levels. PDO indicators are:

- **Participation rate in pre-primary education** (age 4 – 5) (percentage: disaggregated by gender)
- **Primary school participation rate** (age 6 – 10) (percentage: disaggregated by gender) (number: children with disabilities)
- **Children above minimum proficiency for reading by Grade 4** (percentage: disaggregated by gender)
- **Children benefitting from remedial camps** (number: disaggregated by gender)

1.2 Project Components:

Following is the description of the project components:

Component 1: Improving Access to Formal, Nonformal, and Special Education (US\$17.306m equivalent)

This component increases enrollment through targeted interventions. It establishes 3,530 ECE classrooms (prioritizing girls' schools) with teacher training and materials aligned with Punjab's 2017 policy. For out-of-school children, it creates 1,000 non-formal centers offering accelerated learning programs with 60% NFEIs reserved for girls, while empowering school councils to manage local hiring and resources. The component also enhances inclusive education by providing disability-friendly infrastructure in 301 special education schools and 3500 SED schools.

Component 2: Improved Learning Outcomes (US\$11.89m equivalent)

Focusing on foundational skills, this component strengthens teaching quality through improved CPD programs and digital teaching materials. It will enhance teacher support and TLM to improve foundational learning outcomes at the pre-primary and primary levels in SED schools, SpED schools and L&NFBED centers. The project will also support improvements in school management, with specific training modules to be developed and delivered to 3,000 AEOs and 7,000 middle school heads. A CPD framework for L&NFBED has already been developed with support from JICA. GRADES-STP will use the framework to develop a CPD program for teachers in NFEIs, with a pilot proposed for 2,000 teachers. A CPD program will be developed for SpED, including a pilot program targeting 600 teachers, with the understanding that the program would be scaled and sustained by SpED. Leadership training for AEOs and CEOs, based on gap analysis, will enhance mentoring, classroom observation, and management skills through blended learning. It will support establishment of 4,000 foundational learning camps in primary schools and 4,000 remedial camps in middle schools. GRADES-STP will also support the SED to create, curate

and operate a state-of-the-art content hub, equipped with the latest technology to produce high-quality digital content

Component 3: Enhancing System Capacity and Data Systems (US\$13.220m equivalent)

This component will strengthen system-wide governance and equity by advancing the collection and use of data for decision making and improving the equity of education financing This component introduces a NADRA-verified student ID system to track enrollment and learning outcomes, verification will be carried out for approximately 12 million students in SED, 635,000 in L&NFBED, and 40,000 in SpED receiving unique IDs. It establishes a Punjab Education Gender Cell (PEGC) which will be dedicated to promoting and advocating gender equity and inclusion in education policies, curriculum, and practices The existing NSB formula will be revised as a Performance Based Condition (PBC) to include a block allocation for primary and middle levels to offset their lower enrollments compared to high schools and ensure that sufficient funds are provided at both levels for school maintenance and development activities. Another PBC is the decentralization of administrative and financial autonomy to schools. GRADES-STP will support PECTAA to develop dedicated assessments covering basic literacy and numeracy learning outcomes across primary-level grades, with data being reported in the SIS. The project will establish a Research and Innovation Hub to foster continuous reform and implementation in Punjab's education sector, led by the government.

Component 4: Influencing Behavioral Change (US\$1.2m equivalent)

The strategy developed under this subcomponent will focus heavily on information campaigns and behavioral nudges to address demand-side constraints that prevent children from attending school, staying in school, and learning well leveraging lessons from the World Bank's SMS Girls Campaign which successfully prompted girls in Punjab to return to school after COVID-19 associated shutdowns. The sub-component will also cover knowledge dissemination events at the provincial and district levels, allowing SED, SpED and L&NFBED to share research, successes, and best practices with key stakeholders. The project will leverage lessons from a World Bank parental engagement pilot in the Islamabad Capital Territory, focusing on foundational learning. This component will also contribute to the government's outreach strategy for engagement with alumni of public schools to contribute to the improvement of their alma maters in Punjab

2. Objective/Description of SEP

The objective of Stakeholder Engagement Plan is to ensure that all groups that either have an interest in the project, or stand to be affected, either positively or negatively, can participate in the project design process to identify flaws and point out possible obstacles; engage in implementation by highlighting what is going well and what isn't; and generally work with project proponents to ensure that the project proceeds such that its benefits are multiplied and possible negative fallouts minimized. In general, engagement will be directly proportionate to impact and influence of a stakeholder. As the extent of impact of the project on a stakeholder group increases, engagement with that particular stakeholder group will intensify and deepen. The following are the objectives of the SEP:

1. Establish a structured program for stakeholder engagement that covers all phases of the project cycle, from planning to implementation and monitoring.
2. Provide transparent and accessible information about the project to all stakeholders, ensuring clarity about project activities, benefits, and potential impacts.
3. Engage stakeholders through consultations to gather feedback, address concerns, and incorporate their input into project design and implementation.
4. Outline clear and effective methods for communicating with stakeholders, including marginalized or vulnerable groups, to ensure inclusiveness.
5. Develop a mechanism for stakeholders to raise concerns, provide feedback, or lodge complaints about project-related activities, ensuring timely and fair resolution.
6. Ensure that stakeholder engagement processes are documented, monitored, and reported to maintain accountability and build trust.
7. Identify and mitigate potential conflicts or risks by actively listening to and addressing stakeholder feedback throughout the project lifecycle.

3. Stakeholder identification and analysis

3.1 Methodology

The project intends to utilize various methods of engagement that will be used as part of its continuous interaction with project stakeholders. For the engagement process to be effective and meaningful, the following techniques need to be applied that are specifically tailored to the identified stakeholder groups.

- ***Openness and life-cycle approach:*** public consultations for the project will be arranged during the whole project life-cycle, carried out in an open manner, free of external manipulation, interference, coercion or intimidation.
- ***Informed participation and feedback:*** information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders' feedback, for analyzing and addressing comments and concerns.
- ***Inclusiveness and sensitivity:*** stakeholder identification is undertaken to support better communication and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders' needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups, in particular women, internally displaced persons (IDPs), persons with disabilities, youth, elderly and the cultural sensitivities of diverse ethnic and religious minority groups and those living in remote or inaccessible areas.

3.2. Affected parties and other interested parties

Parties affected by this project have been identified as follows.

Primary Stakeholders	Communication & works department (C&W), Local Communities, surrounding households, surrounding business community including mobile hawkers, vulnerable group (women headed households, elderly, especially abled and minorities), Academic Institutions like nearby other schools, and madrassas), students, teachers, students, parents of enrolled students and school management.
Secondary Stakeholders	Quaid-e-Azam Academy for Education Development, Punjab Examination Commission, Punjab Curriculum and Text Book Board, Punjab Education Foundation, District Education Authority, P&DD, Punjab Health Department, School Education Department, Environment Protection Department, Child Protection & Welfare Bureau (CPWB), the Punjab Social Protection Authority (PSPA), Council on the Rights of Persons with Disabilities, Department of Social Welfare, Bait-ul-Maal, Local Government and Community Development Department, the Human Rights and Minorities Affairs Department. Traffic Police, Local Govt. Officials of District Government, Councilors and NGOs/CBOs/CSOs including Idara-e-Taleem-o-Agahi, Save the Children, The Citizens Foundation etc.

This list of stakeholders is likely to expand/change in composition as the Project moves to construction, operations and maintenance.

The GRADES-STP project engages several key stakeholder groups beyond the immediate implementing partners, categorized as Other Interested Parties (OIP). Table for which is attached below:

Other Interested Parties	Interest in the Project
Elected Representatives	The project promotes an increase in number of enrollment by the construction of new classrooms along with other Edtech interventions etc. which elected representatives will be interested in supporting the effort.
General Public	The general public in Punjab will benefit from improved early and primary education systems in Punjab.
CSOs and NGOs	CSOs and NGOs use a variety of strategies such as public-private partnership; Teacher training; family literacy; community supported schools; adopt-a-school; running non formal/community-based schools with effective community participation; and developing human resources for the education sector.

3.3. Disadvantaged/vulnerable individuals or groups

Vulnerable groups have been identified for this project, and the stakeholder engagement exercise will be designed to ensure that they are consulted with on a regular basis, and included in key decision-making processes. For all vulnerable groups (women headed households, disabled,

minorities etc.), stakeholder engagement will be designed such that discussions take place within their residential neighborhoods or at their places of work, so that their access to the venue is assured. An effort will be made to either arrange discussions through NGOs or community-based organizations (CSOs) who closely work with them, understand their issues. The vulnerable groups identified include the following:

Minorities and Other Vulnerable Groups: Non-Muslims in Pakistan, particularly those who belong to lower socio-economic strata typically suffer multiple forms of discrimination on account of their poor socioeconomic status, and as a religious minority. As with other vulnerable groups, they can be negatively affected when the state moves to regularize land systems. The same is true for the poorest sections of society, and the landless in general. Once again, GRADES is keenly aware of the need to preserve the rights of such vulnerable groups, and the SEP, as well as the resettlement policy framework, takes them into account.

As, GRADES-STP is a complimentary project to the GRADES Punjab project, Non-Muslim minorities were consulted in person during the preparation of the Environmental and Social Management Framework (ESMF), with support from social organizers and NGO networks. During the implementation of the project activities, and communication strategies, all vulnerable and marginalized groups including women-headed households, people with disabilities, and minorities will be engaged through social and electronic media, alongside in-person consultations, supported by communication and awareness campaigns.

4. Stakeholder Engagement Program

4.1. Summary of stakeholder engagement done during project preparation

Consultation with concerned stakeholders including government officials, concerned government departments, community members including vulnerable members, CSOs/NGOs, etc. The summary of the series of consultations done for the GRADES-Punjab is provided below, as the project activities for both the projects are complementary to each other and will utilize the similar E&S Management procedures, feedback provided during these consultations is instrumental in the project preparation:

Stakeholder (Group or Individual)	Dates of Consultations	Summary of Feedback	Response of Project Implementation Team	Follow-up Action(s)/Next Steps	Timelines for implementation of actions
District CEOs (Education)	Dec 22–30, 2021	Need expansion of classrooms, improved WASH, and robust construction master plans. Concerns over maintenance, budgeting, and emergencies (e.g., pandemics).	Integrated feedback into project design; emphasized climate-smart construction, master planning, and emergency responsiveness in ESMF.	Allocate budgets for emergency needs; refine construction guidelines; coordinate district-level maintenance plans.	Project Preparation and Early Implementation
Assistant Education Officers (AEOs)	Dec 22–30, 2021	Shortage of teachers, need IT-based training, and enhanced monitoring through SIS.	Project will incorporate IT training and SIS strengthening; prioritize recruitment of teachers.	Update SIS modules; initiate teacher recruitment drives.	Project Implementation
School Teachers (Primary and Secondary)	Dec 23–30, 2021	Highlighted deteriorating water quality, need for solar energy, first aid facilities, and better classroom arrangements.	Health and safety improvements incorporated; plans to install water filtration systems, solar panels, and first aid kits under Component 2.	Identify schools needing urgent interventions; procure health and safety facilities.	Project Implementation
Students and Parents (Affected Households)	Dec 23–27, 2021	Requested separate toilets for girls, better furniture, multimedia equipment, and school upgrades beyond primary level.	Facilities design expanded to include gender-sensitive upgrades and ICT-based learning.	Procure and install gender-friendly facilities and multimedia equipment.	Implementation and Monitoring
Community Representatives/ Local Households	Dec 23–27, 2021	Concerns about construction pollution, waste management, e-	Environmental Management Plan (EMP) developed with waste	Enforce EMP compliance with contractors and monitor health and safety measures.	Implementation

		waste hazards, and health impacts.	management protocols and e-waste recycling plans.		
Punjab Education Foundation (PEF)	Dec 30, 2021	Requested support for PPP school expansion, quality control, and GBV prevention mechanisms.	PPP strategic plan and GBV protocols incorporated in PBC 2 activities.	Develop PPP framework and initiate GBV training for partner schools.	Early Implementation
Punjab Examination Commission (PEC)	Dec 30, 2021	Recommended strengthening school assessments and early learning monitoring.	Assessment reforms included under PBC 6, with early childhood monitoring tools.	Update assessment frameworks; pilot early learning monitoring.	Implementation
Quaid-e-Azam Academy for Education Development (QAED)	Dec 30, 2021	Requested improved capacity building for teachers and headteachers, focusing on child protection and GBV.	Teacher and leadership training programs with a GBV focus incorporated under PBC 5.	Develop and roll out gender-responsive training programs.	Early Implementation
Environment Protection Department (EPD)	Dec 2021	Highlighted risks from construction-related waste, water contamination, and need for eco-friendly designs.	Climate-smart construction standards (e.g., rainwater harvesting, insulation) incorporated; wastewater management protocols included.	Finalize environmental guidelines; conduct contractor trainings.	Project Preparation and Implementation
Civil Society Organizations (CSOs) and NGOs	Dec 2021 (informal consultations)	Stressed need for inclusive engagement of minorities, differently-abled groups, and marginalized communities; demanded strong GRM systems.	SEP and GAP revised to ensure targeted consultations and strengthened grievance systems.	Formalize NGO partnerships; operationalize targeted grievance mechanisms.	Project Preparation and Implementation

To discuss the environmental and social risks associate with the project and inform about the World Bank’s standards under Environmental and Social Framework, stakeholder consultations with Government officials, CSOs/NGOs, Development partners, L&NFBED to ensure that their feedback is included into the project’s Environmental and Social management procedures. Following is the summary of stakeholder sessions done for GRADES-STP with Government agencies, CSOs/NGOs, LNFBD, District Management SED:

Stakeholder (Group or Individual)	Dates of Consultations	Summary of Feedback	Response of Project Implementation Team	Follow-up Action(s)/Next Steps	Project Stage
Government Agencies (PEC, QAED, Literacy Department,	April 22, 2025	Requested expansion of classrooms, improved WASH facilities, stronger environmental safeguards, strengthened SIS, better assessments, enhanced teacher capacity building on child protection and GBV, curriculum alignment with climate change and FLN policies, integration of birth registration for child protection, strengthened student performance monitoring, and improved inclusion tracking for marginalized groups.	Project design integrated feedback into ESMF and curriculum revisions; emphasized child protection, climate adaptation education, FLN objectives, teacher training, inclusion monitoring, improved grievance mechanisms, and performance tracking systems.	Allocate emergency budgets; refine construction and environmental guidelines; revise curriculum frameworks; formalize Child Protection Bureau partnerships; enhance SIS and PEC-led performance monitoring; set up oversight committees for NFEIs.	Project Preparation, Early Implementation, and Implementation
CSOs and NGOs	April 22, 2025	Emphasized need for inclusive consultations with minorities, differently abled groups, women-headed households;	SEP and GAP revised to prioritize engagement with vulnerable groups; GRM systems expanded;	Develop culturally sensitive GBV campaigns; formalize NGO partnerships;	Project Preparation and Implementation

		stressed cultural sensitivity in GBV prevention; called for strengthening grievance redress mechanisms (GRM); suggested leveraging digital platforms for awareness and reporting.	culturally sensitive awareness strategies designed; partnerships with NGOs formalized for outreach and grievance support.	operationalize grievance mechanisms; pilot digital-based awareness programs.	
Development Partners (UNICEF, TALEEM Project Team)	April 22, 2025	Recommended integrating lessons learned from SEA review for GBV mitigation; suggested strengthening child protection through civil registration and birth data integration; highlighted monitoring gaps in non-formal education spaces.	Incorporated SEA findings into safeguard measures; planned integration of birth registration into education access systems; strategies designed to enhance monitoring of inclusion and child protection.	Embed SEA recommendations into project safeguards; coordinate with NADRA and UNICEF on birth registration; enhance monitoring in NFEIs for safeguarding and inclusion.	Early Implementation and Implementation
Literacy Mobilizers, District Office Literacy Multan	April 24, 2025	Emphasized the need to protect learning environments by avoiding overlap with domestic/tutoring activities, improving infrastructure (benches, kits), strengthening teacher management through clear CoC, refresher trainings, alternate teacher arrangements, ensuring timely distribution of materials, adapting attendance strategies to seasonal patterns, establishing anonymous complaint mechanisms for GBV/SEA/VAC, and	Project will ensure dedicated learning spaces, enhance teacher support systems, refine Social Mobilization Plan (SMP) for safer site selection, install anonymous grievance channels, deliver quarterly awareness trainings, and strengthen materials delivery and attendance monitoring.	Define clear teacher management protocols; install safeguarding measures; improve infrastructure and materials logistics; strengthen attendance strategies; enhance grievance reporting systems.	Project Preparation and Implementation

		safeguarding NFE sites from external influence (e.g., brick kiln owners).			
District Education Managers, SED Multan	April 25, 2025	Highlighted land ownership and mutation challenges for schools, need for stronger emergency protocols in land disputes, reinforced safeguards against GBV/SEA during construction, proposed enhancements to grievance handling structures, called for expanded access models for marginalized learners (e.g., noon/evening schools), recommended disability-inclusive infrastructure, suggested digital upgrades for teacher training platforms, and emphasized maintaining vigilance on social cohesion and minority protection.	Project will strengthen land mutation verification processes for new investments, enhance GBV/SEA grievance redressal by involving Community Officers and expanding anonymous channels, promote improvised schooling models for access, upgrade digital training apps for teachers with CNIC-based multi-login, and sustain awareness initiatives for bullying and minority protection.	Verify land ownership records; strengthen SEA/SH grievance channels; expand flexible schooling models; develop improved teacher training applications; maintain vigilance on social inclusion efforts.	Project Preparation and Implementation

4.2. Summary of project stakeholder needs and methods, tools, and techniques for stakeholder engagement

Effective stakeholder engagement will be pivotal to the success of this education project. The selected methods and techniques will be designed to precisely meet the unique needs of each stakeholder group, ensuring continuous collaboration and feedback. These engagement strategies will be meticulously tailored to each project component, ensuring robust involvement from all relevant stakeholders in key decision-making processes and activities.

1. **Workshops and Meetings:** These methods will be extensively utilized across the project to disseminate essential information, facilitate knowledge transfer, and enable meaningful discussions. They will cover crucial topics such as classroom expansion, teacher training, policy compliance, and the establishment of learning camps. Stakeholders including school heads, teachers, district education authorities (AEOs), and local communities will be actively engaged in these settings, fostering participation and constructive feedback.
2. **Focus Groups and Training Sessions:** These techniques will provide an ideal platform for more specialized, in-depth consultations. They will allow for comprehensive exchanges of ideas among trainers, teachers, school leaders, and parents. Topics such as Early Childhood Education (ECE) program expansion, the re-enrollment of out-of-school children (OOSC), and the introduction of innovative teaching methods—such as multigrade instruction—will be addressed in these focused discussions. These sessions will facilitate collaboration and ensure alignment with the project’s overarching objectives.
3. **Community Consultations and Awareness Campaigns:** Engaging parents, local communities, and non-governmental organizations (NGOs) will be a critical aspect of initiatives such as re-enrollment strategies for middle-level OOSC and community mobilization for inclusive education infrastructure. These methods will drive broad-based support, enhance awareness, and guarantee that diverse voices will be integrated into the decision-making process.
4. **Public Meetings and Site Visits:** These methods will be instrumental in assessing infrastructure needs and communicating changes directly to stakeholders. Public meetings will be employed to engage parents and local communities on the necessary upgrades for inclusive education infrastructure, while site visits will allow stakeholders to evaluate the progress of these changes firsthand. These interactions will ensure transparency and build confidence in the implementation process.
5. **One-on-One Interviews and Surveys:** These techniques will be crucial for gathering detailed insights from key stakeholders such as teachers, district education authorities, school heads, and parents. Focus groups, surveys, and one-on-one interviews will be utilized to evaluate the effectiveness of the Continuous Professional Development (CPD) framework, multigrade instruction, and the development of teaching and learning materials (TLM). These methods will allow for targeted feedback, enhancing the project’s impact.
6. **Stakeholder Workshops and Roundtables:** As the project progresses into its implementation and completion stages, formal workshops and roundtable discussions will play a central role in addressing critical policy issues, such as gender equity in education, equitable school budget allocations, and the decentralization of decision-making authority. These forums will bring together experts, government officials, and key stakeholders, driving essential policy dialogues and advocating for meaningful reforms.

7. **Community Score Cards (CSC):** Engaging the beneficiaries including vulnerable groups, School and District Education Management at the 100 selected schools in the feedback mechanism through Community Score Cards.
8. **Digital Platforms and SMS Campaigns:** Digital platforms, SMS campaigns, and radio broadcasts will be leveraged for broad outreach, ensuring effective communication with a wide audience. For example, parental engagement in foundational learning and the promotion of school enrollment will be advanced through regular SMS prompts and community media, ensuring a far-reaching and inclusive communication strategy.
9. By employing a comprehensive and integrated set of engagement methods, the project will ensure that every stakeholder group is actively involved, empowered to contribute, and able to benefit from the project's outcomes. This multifaceted approach will guarantee an inclusive, participatory, and sustainable educational improvement process.

4.3. Stakeholder engagement plan

Project Stage	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Project Preparation				
Component 1: Improving Access to Education	Introduction to ECE classroom expansion and target schools.	Workshops, Meetings	School Heads, Teachers, District Education Authorities (AEOs)	SED, AEOs, School Heads, Training Providers
Sub-component 1.1: ECE Program Expansion	Compliance with Punjab ECE Policy 2017. Training and resource allocation.	Training sessions, Focus Groups	Teachers, School Leaders, Parents of ECE students	ECE Trainers, SED, AEOs, Parents' Associations
Sub-component 1.2: Re-enrollment of OOSC	Re-enrollment strategy for middle-level OOSC. Role of NFEIs.	Awareness Campaigns, Community Meetings	Parents, District Education Authorities, Local NGOs	L&NFBED, District Education Authorities, Local Community Leaders
Sub-component 1.3: Inclusive Education Infrastructure	Infrastructure upgrades for disability inclusion in schools.	Public meetings, Site visits	School Teachers, Parents of Children with Disabilities, Local Communities	SED, SpED, School Infrastructure Providers
Component 2: Improved Learning Outcomes	Development and implementation of teacher training and TLM.	Training Workshops, Surveys	Teachers, School Management, Education Inspectors	PECTAA, GRADES-STP, SED, TLM Developers
Sub-component 2.1: CPD Framework & Teacher Training	New CPD framework and the rollout of multigrade instruction training.	Workshops, Online Webinars	Teachers, AEOs, School Leaders	SED, GRADES-STP, CPD Training Providers
Sub-component 2.2: Mentoring and Coaching	Mentoring and coaching of district management and AEOs.	Leadership Workshops, Surveys	AEOs, Middle School Heads, District Management	SED, AEOs, Leadership Trainers

Sub-component 2.3: Foundational Learning Camps	Establishment and management of learning camps for primary and middle schools.	Community meetings, SMS Campaigns	Parents, Students, Local Communities	SED, PECTAA, Camp Organizers, Community Mobilizers
Sub-component 2.5: Content Hub for TLM	Development and operationalization of content hub.	Stakeholder workshops, Website Launch	Teachers, Curriculum Developers, TLM Providers	SED, PECTAA, Digital Content Creators
Project Implementation				
Sub-component 1.1: ECE Program Expansion	Training on compliance with ECE Policy 2017 and resource allocation.	Training sessions, Focus Groups, Community scorecard	Teachers, School Leaders, Parents of ECE students	ECE Trainers, SED, AEOs
Sub-component 1.2: Re- enrollment of OOSC	Implementation of re- enrollment strategy for middle-level OOSC.	Awareness Campaigns, Community Meetings, Community Scorecard	Parents, District Education Authorities, Local NGOs	L&NFBED, District Education Authorities
Component 2: Improved Learning Outcomes	Teacher training on CPD framework and multigrade instruction.	Workshops, Online Webinars	Teachers, AEOs, School Leaders	SED, GRADES-STP, CPD Trainers
Sub-component 3.1: Student Identification System	Rollout of student identification and verification process.	Digital Platforms, Workshops, Community Scorecards	Teachers, Parents, District Education Authorities	SED, NADRA, IT Department
Sub-component 3.2: PEGC Operationalization	Gender equity and inclusion policy advocacy.	Policy Dialogues, Workshops	Gender Advocates, Local Governments, Teachers, Parents	SED, PEGC, Gender Experts, District Education Authorities
Sub-component 3.3: Equitable Allocations for School Budgets	Revisions to NSB formula and equitable budget allocations.	Meetings, Online Surveys	School Heads, Finance Managers, Local Government, District Education Authorities	SED, Finance Ministry, School Leaders
Sub-component 3.4: Decentralization of Autonomy	School empowerment strategy and decentralized decision-making process.	Stakeholder workshops, Seminars, Community Scorecards	School Heads, District Education Authorities, Local Leaders	SED, School Management, Local Governance

Sub-component 3.5: Enhancing Assessment System	Development of new assessment tools for learning outcomes.	Focus Groups, Online Surveys, Community Scorecards	Teachers, Assessment Developers, Parents	SED, PECTAA, Assessment Experts
Sub-component 4.1: Behavioral Nudges and Communication	Communication strategy for school enrollment and retention.	SMS, Radio Campaigns, Flyers, Community Scorecards	Parents, Teachers, Students	SED, PEGC, Media Partners
Sub-component 4.2: Policy Dialogues on Education Challenges	Policy dialogues and roundtables on educational challenges.	Roundtables, Webinars, seminars & conferences	Government Officials, Education Partners, International Experts	SED, PEGC, International Partners, Experts
Sub-component 4.3: Parental Engagement on Foundational Learning	SMS prompts for parental engagement in foundational learning.	SMS Campaigns, Workshops	Parents, Teachers, Students	SED, Community Outreach Teams, SMS Providers
Project Completion				
Sub-component 4.4: Fundraising for School Improvement	Final fundraising efforts and alumni engagement.	Campaigns, Alumni Meetings, Community Scorecards	Alumni, School Leaders, Local Businesses	SED, Alumni Networks, Local Businesses

5. Resources and Responsibilities

5.1. Resources

The stakeholder engagement effort will be led by the Social Development Specialist at the PMU. S/he will have the means to commission data gathering efforts and analytical work if needed, and get any field support as required. Project under component 4: Influencing Behavioral Change has also dedicated 1.2 million USD for stakeholder engagement and related activities including arranging policy dialogues, engagement and outreach strategy for OOSC and reaching parents for foundational learning prompts via SMS. The allocated budget under component 4 will contribute to the project's intermediate indicators, however major stakeholder engagement activities will also be integrated. Following is the estimated cost for stakeholder engagement activities required under the ESMF and relevant Project Intermediate Indicators.

Budget Category	Total Costs (USD)	Remarks
1. Related expenses		
1a. travel costs for staff	10000	
2. Events		
2a. Stakeholder engagement events (workshops, meetings, roundtables etc.)	50000	The project will arrange multiple stakeholder engagement activities including 7 policy dialogues on educational challenges throughout project
3. Communication campaigns		
3a. [E.g., posters, flyers]	9000	For awareness raising campaigns. Includes printing, technical development of materials, etc.
3b. [E.g., social media campaign]	12000	For awareness raising campaigns. Includes ad-space costs, development etc.
4. Trainings		
4a. training on social/environmental issues for PIU and contractor staff	20000	The trainings and refresher sessions on ESF and mitigation measures will be done as outlined in the ESMF and ESCP
4b. training on gender-based violence (GBV) for Project Implementing Unit (PIU) and contractor staff	10000	GBV service provider will be tasked to ensure that relevant trainings on GBV/SEA/SH are administered as required
5. Beneficiary surveys		
5a. Community Score Card	60000	Stakeholder engagements with teachers, parents, students and relevant authorities across 100 schools annually
6. Grievance Mechanism		
6a. suggestion boxes in villages	7000	To be installed at each site
6b. GM communication materials	7000	To be displayed at each site
7. Other expenses		
7a. Procurement of equipment and services	20000	Including ICT equipment for SEP implementation, subscriptions to services, software packages, implementation of GRM etc.
TOTAL STAKEHOLDER ENGAGEMENT BUDGET:	205,000 USD	

6. Grievance Mechanism:

GRADES-STP Punjab will be depending on the GRM for the GRADES project which will be housed at the PMU-GRADES. The description of the GRM is given below outlining the timelines, mechanism, implementation structure, training and other relevant details.

Steps	Description of Process	Time Frame	Responsibility
GM implementation structure	The GM will be implemented at three levels: national (PMU-Level), district (District Education Office and Literacy Department), and school/center level (Head Teacher/Community Officer/NFE Focal Points). Complaint Committees will operate at district level, supported by Grievance Focal Persons (GFPs) at schools and learning centers.	Continuous throughout project	PMU and District Education Offices (DEOs)
Grievance uptake	Grievances can be submitted via the following channels: <ul style="list-style-type: none"> • Dedicated online GRM (https://crm.punjab.gov.pk) • Toll-free helpline (042-111-11-2020) • Email to designated grievance officers (dedicated email to be made operational during project) • Letter to grievance focal points at schools or literacy centers • Complaint form submitted via email or physical submission • Walk-ins may lodge complaints directly with facility staff or via grievance/suggestion boxes at schools or literacy centers. • Anonymous channels will also be made available. 	Upon grievance emergence	School Heads, Community Officers, Literacy Coordinators, District Officers
Sorting, processing	Any complaint received is forwarded to the Local Grievance Focal Person (school/literacy center) or District Education Officer (DEO), logged in the Grievance Register, and categorized according to types: (i) General service	Upon receipt of complaint	Local grievance focal points

	issues, (ii) GBV/SEA/SH cases, (iii) Land and infrastructure disputes, (iv) Teacher and administrative issues.		
Acknowledgment and follow-up	Receipt of the grievance is acknowledged to the complainant by the Grievance Focal Point at the school or district office. In the case of anonymous complaints, acknowledgment will be recorded internally.	Within 2 days of receipt	Local grievance focal points
Verification, investigation, action	Investigation of the complaint is led by the Complaint Committee composed of the CEO (Education), District Officer (Education/Literacy), and Assistant Education Officer (or Literacy Coordinator for NFEIs). A proposed resolution is formulated by the committee and communicated by the Grievance Focal Point.	Within 10 working days	Complaint Committee (CEO, DO, AEO/LC)
Monitoring and evaluation	Data on complaints are collected in a centralized Grievance Database managed by PMU and reported quarterly to the World Bank and other oversight bodies. Trends are analyzed for systemic improvements.	Quarterly	PMU and District Grievance Monitoring Teams
Provision of feedback	Feedback from complainants regarding satisfaction with complaint resolution is collected via follow-up calls, satisfaction surveys, or grievance forms. Results are logged in the grievance system.	Within 15 days after case closure	Local grievance focal points and PMU Grievance Officer
Training	Training needs for staff/consultants include: grievance handling, confidentiality protocols for SEA/SH cases, complaint categorization, community engagement on grievance procedures, and digital entry of complaints into the GM system. Refresher training will be conducted annually.	Initial training during project launch, refresher annually	PMU, QAED (training support)
If relevant, payment of reparations following complaint resolution	In cases requiring reparations (e.g., land-related disputes), the grievance committee will assess claims in coordination with revenue authorities. Compensation amounts and recipients will be verified before disbursement according to government rules and project guidelines.	Case-by-case basis after resolution verification	PMU Financial Management Unit, Revenue Department (if land cases)

	Payments will prioritize vulnerable households.		
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6.2 GBV/SEA/SH Complaints

To address GBV-related complaints, the Gender Specialist (GS) of PMU will be the focal person for properly handling GBV allegations including assessment of the nature of the complaint, seeking support from various law enforcement agencies to enact sanctions to be applied to the perpetrator. The GS shall ensure specific procedures for GBV to ensure confidential reporting with safe and ethical documentation of GBV cases. GBV service provider will be linked with the GRM to ensure timely support services.

6.2.1 The Mechanism for GBV/SEA/SH Complaints

Once the GBV/SEA/SH-related complaint is received to PMU from the site, it is directly entered/enrolled in Tier-2 i.e. GRC will directly deal with it. The GS will visit the complainant at his/her place and enquire about the grievance on the same day. The GS will prepare the report accordingly and intimate the PD-PMU. There will be a committee constituted within PMU which deal with the GBV related complaints specifically.

6.2.2 GBV Committee Members

The GBV committee will be constituted duly notified by PD-PMU, following are the GBV Committee Members

Programme Director PMU (Convener)

Gender Specialist PMU (Secretary)

Social Development Specialist PMU (Member)

Concerned CEO of School Education Authority (Member)

7. Monitoring and Reporting

7.1 Monitoring:

Monitoring of stakeholder engagement activities will be conducted to ensure that the Project Management Unit (PMU) can respond effectively to emerging issues and adjust engagement strategies as needed. The process will focus on allocating sufficient resources, ensuring inclusivity—particularly of women and vulnerable groups—building trust among stakeholders, maintaining transparent communication, and using clearly defined approaches. Monitoring will occur at two stages: first, during engagement activities, allowing for real-time adjustments, and second, after completion of activities to review the effectiveness of the Stakeholder Engagement Plan (SEP). Key performance indicators will guide this process, including the percentage of community members (with at least 30% women) engaged, the timely dissemination of information,

the integration of stakeholder engagement clauses in bid documents, and compliance with environmental and social safeguards. The PMU and its Safeguards Team, along with Director Procurement, will be responsible for monitoring at different stages. Stakeholder feedback and identification of new concerns over the project lifecycle will serve as important indicators of engagement effectiveness.

7.2 Reporting:

Stakeholder engagement activities and their outcomes will be reported through biannual progress reports prepared by the Environmental and Social (E&S) staff of PMU, with contributions from Implementation Consultants and Contractors. Each report will summarize the activities conducted, public outreach efforts, grievances received and addressed, key issues raised by stakeholders, the status of corrective action plans, and the participation of vulnerable groups, including women and affected communities. The reports will also reflect on how stakeholder inputs have influenced project management and mitigation strategies. External monitoring of SEP implementation will be undertaken by an independent third-party firm through midterm and end-of-project evaluations, using standardized perception surveys to assess changes over time. The first baseline survey will be conducted before the commencement of major construction activities to capture initial stakeholder perceptions.

The Community Score card (CSC) will also be administered at 100 schools in selected districts, which involves a cyclical and participatory approach to track service delivery improvements. After the initial community scoring and interface meeting, joint action plans will be developed with clear responsibilities and timelines. Progress is monitored through follow-up meetings where community members and service providers review implemented actions against agreed benchmarks. Communities reassess services using the same scorecard indicators to measure change, ensuring accountability. Feedback loops allow for adjustments, while public sharing of results maintains transparency.

7.2.1 Reporting back to stakeholder groups

PMU will report back to the affected persons and other stakeholders on matters relating to:

- Main findings from the annual monitoring;
- Progress on implementation of the mitigation measures;
- Overall progress on the SEP implementation;
- Corrective Action Plan to address any outstanding issues.

The Bi-annual monitoring reports will be disclosed to the PMU and WB websites and will be accessible to all interested stakeholders. Projects E&S documents including Appraisal Environmental and Social Review Summary (ESRS), Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP) will be disclosed both on World Bank and PMU website. The project will implement the Community Score Cards at 100 schools in selected districts to ensure the community feedback is systematically integrated into project activities. Progress updates will be shared in follow-up meetings, where PMU will present implemented changes and challenges, while community members validate improvements using the same scorecard metrics. Final reports, including before-and-after comparisons, will be presented at annual public forums and other stakeholder engagement activities under the project.

