

## **Stakeholder Engagement Plan (SEP)**

**P507512 - Getting Results: Access and Delivery of Quality Education Services in Balochistan  
(GRADES-B)**

**School Education Department  
Government of Balochistan**

**April 2025**

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## 1 Project Description

This Stakeholder Engagement Plan (SEP) pertains to the GRADES-B project (P507512), which is planned for simultaneous implementation. Both projects are being developed in alignment with the World Bank's Environmental and Social Framework (ESF).

Balochistan has a prominent education crisis, with some of the lowest human capital indicators globally. A substantial portion of its population, particularly children, lacks access to essential learning opportunities, hindering individual growth and posing a significant barrier to the province's socio-economic development. The challenges are complex and include poor health and nutrition outcomes that affect school readiness, along with a high number of out-of-school (OOS) children due to limited access to schools, especially in remote areas.

These issues are further intensified by underinvestment in Early Childhood Education (ECE). Despite widespread recognition of ECE's critical role in building a foundation for lifelong learning, ECE programs in Balochistan face low enrolment, inadequate funding, and a fragmented policy framework that fails to integrate vital sectors like health and nutrition. While primary school enrolment in the province has improved slightly, it remains below national averages, with a significant gender disparity favouring boys. Furthermore, children attending school often exhibit learning outcomes well below expectations, particularly in foundational literacy and numeracy. This situation is aggravated by a lack of qualified teachers, especially at the ECE level, and insufficient teacher training programs.

### GRADES-B

The GRADES-B project focuses on improving access to and quality of education, with an emphasis on ECE and girls' education. GRADES-B will improve access to education by introducing double shifts in primary schools, establishing public-private partnerships, and building community schools. It will also target girls' access to education by financing safe and affordable transportation options for girls in underserved areas. To enhance quality, the project will invest in teacher development and improved teacher recruitment practices. The project also prioritizes climate resilience through the construction of climate smart classrooms to accommodate the growing student population.

The PDO for GRADES-B is to increase girls' and boys' enrollment rates in pre-primary and primary grades, and improve reading and numeracy proficiency in primary grades.

GRADES-B consists of the following components<sup>1</sup>:

**Component 1: Getting results agenda:** This component focuses on driving results in Baluchistan's education sector by improving access to and quality of ECE and primary schooling. This involves expanding access to ECE, improving teacher quality through comprehensive professional development and updated recruitment practices, with a focus on increasing the number of qualified female teachers. It also aims to enhance data collection and monitoring to inform decision-making and track progress towards achieving better learning outcomes for all children.

**Component 2: Expand access to education:** This component aims to expand access to quality education in Balochistan by tackling various barriers that prevent children from enrolling and participating in school. This involves constructing climate-smart classrooms to accommodate more students and reduce overcrowding; improving existing schools with better WASH facilities and

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<sup>1</sup> A detailed description of GRADES-B project components is provided in the publicly disclosed Project Appraisal Document.

accessibility features; strengthening parental engagement through comprehensive programs that empower parents to support their children's learning and development; and improving access for girls by establishing safe and affordable transportation options in underserved areas.

**Component 3: Technical assistance, evaluation and project implementation:** This component will fund the implementation, monitoring, and communication of GRADES-B, including technical support to the departments responsible for implementing the Performance Based Conditions (PBCs) in Component 1. Additionally, the PMU will be strengthened to support the implementation, while supervision and monitoring will ensure compliance with environmental and social requirements during classroom construction. A functional review of the SED will be conducted, followed by the development of a capacity building plan with annual implementation targets. School and community surveys will be conducted to capture changes in teachers' knowledge and practices, student learning outcomes, school systems and community involvement. A Community Score Card (CSC) will be administered annually at 50 selected schools to ensure incorporation of community feedback into project activities.

**Component 4: Contingent emergency response component (CERC):** This component will finance the provision of immediate response to an eligible crisis or emergency, as needed.

## 2 Rationale and Objective of SEP

GRADES-B has been prepared under the World Bank's Environmental and Social Framework. Through the Environmental and Social Standard 10 (Stakeholder Engagement and Information Disclosure), the ESF requires the timely, relevant, understandable, and accessible disclosure of project information in a way that is free of manipulation, interference, coercion, discrimination, and intimidation.

ESS10 recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation. Stakeholder engagement is an inclusive process conducted throughout the project lifecycle. When properly designed and implemented, it supports the development of strong, constructive, and responsive relationships that are important for successful management of a project's environmental and social risks.

This Stakeholder Engagement Plan (SEP) aims to provide guidance on stakeholder engagement by defining approaches for public consultation and information disclosure through the project lifecycle. It outlines the ways in which the project team will communicate with stakeholders, and includes a mechanism by which stakeholders can raise concerns, provide feedback, and make grievances related to project activities. It does this by:

- Establishing a systematic approach to stakeholder engagement that will help Borrowers identify stakeholders and build a constructive relationship with them, particularly with project affected parties (APs).
- Assessing the level of stakeholder interest and support for the project, and to enable stakeholder views to be taken into account in project design and environment and social performance.
- Promoting and providing means for effective, inclusive engagement with project APs throughout the project lifecycle.
- Ensuring that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible, and appropriate manner.

The overall E&S risk rating for the project is **substantial**, with social risks rated as **substantial** and environmental risks rated as **moderate**. The construction and rehabilitation of classrooms are expected to result in temporary and localized environmental impacts. These impacts primarily arise from the physical construction process and include air and noise pollution, waste management challenges, health and safety risks to workers and nearby communities, as well as Occupational Health and Safety (OHS) risks such as accidents, falls, electrical hazards, and equipment-related injuries. Social risks stem from the potential exclusion of marginalized groups, including rural populations, ethnic minorities, and refugees, from accessing project benefits. Gender disparities pose a significant risk, with barriers to girls' enrollment in schools potentially excluding girls from the intended benefits of Early Childhood Education (ECE) expansion and women's employment as teachers. Moreover, the proposed scholarship program for female teachers risks excluding rural women, and public-private partnership (PPP) models could exacerbate existing inequalities without deliberate equity-focused planning. Project activities may require land, and these needs will be met through government owned land or voluntary land donation. The construction activity in existing schools may involve small scale, temporary impacts on livelihoods due to reduced access, particularly in urban schools.

### 3 Stakeholder Identification and Analysis

#### 3.1 Methodology

The following stakeholders have been identified and analyzed per project component. These stakeholders include affected parties (as defined in section 3.2), other interested parties (as defined in section 3.3) and disadvantaged/vulnerable individuals or groups (as defined in section 3.4).

#### 3.2 Affected Parties (APs)

Affected parties are the stakeholders likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, well-being, or livelihoods. Specifically, the following individuals and groups fall within this category:

*Table 1 List of Affected Parties*

Sector	Stakeholders	GRADES-B Component
Government/Institutional	School Education Department – Government of Balochistan	All
	Directorate of Schools	-
	Project Monitoring Unit (PMU) staff	All
	PIU staff	All
	Bureau of Curriculum	-
	District Education Authorities	-
	Staff of NGOs involved in management of community schools	Component 1
	Provincial Institute of Teacher Education	Component 1
	Pakistan Institute of Education	Component 1
	UNICEF	All
	UNESCO	-
	Policy Planning and Implementation Unit	Component 3
	Balochistan PPP Authority	Component 1
Community/Private Sector	ECE and primary students	All
	Teachers	All
	School staff (administrative, maintenance)	All
	Parents/guardians of ECE and primary students	All
	Local communities near schools and ECE centers	All
	Transportation providers	Component 2
	Residents of communities near schools and ECE centers where construction will take place	Component 2
	Parent Education Committees (PECs)	Component 1
	Local Education Councils	
	Parent-Teacher School Management Committees (PTSMCs)	Component 2

### 3.3 Other Interested Parties (OIPs)

Other Interested Parties are those stakeholders (individuals, groups, or organizations) with an interest in the project, which may be because of the project location, its characteristics, its impacts, or matters related to public interest. For example, these may include regulators, government officials, the private sector, the scientific community, academics, unions, women's organizations, other civil society organizations, and cultural groups. Though these stakeholders are not directly involved in the project activities, they may have sector specific experience and knowledge that can assist informed decision making for the project.

The project will include, but is not limited to the following OIPs:

*Table 2 List of Other Interested Parties*

Sector	Stakeholders	GRADES-B Component
Government /Institutional	Ministry of Finance	-
	Planning Department – Government of Balochistan	-
	Women Development Department – Government of Balochistan	All
	Social Welfare Department – Government of Balochistan	All
Community/NGOs /Private Sector	Pakistan Poverty Alleviation Fund	Components 1, 2 and 3
	International Rescue Committee	Components 1, 2 and 3
	Balochistan Rural Support Program	Components 1, 2 and 3
	UNWomen	Components 1, 2 and 3
	DANESH organization	Components 1, 2 and 3
	Taraquee Foundation	Components 1, 2 and 3
	SEHER organization	Components 1, 2 and 3
	Other NGOs and CSOs working on education in Balochistan	Components 1, 2 and 3

### 3.4 Disadvantaged/Vulnerable Individuals and Groups

Within the Project, the vulnerable or disadvantaged groups may include but are not limited to the following:

*Table 3 List of Disadvantaged/Vulnerable Individuals and Groups*

<b>Stakeholders</b>	<b>GRADES-B Component</b>
School-going girls	All components
OOS children, especially girls	All components
Children with disabilities and their families	All components
Children from low income households and their families	All components
Minority ethnic groups	All components
Minority religious groups	All components
Children and parents from nomadic communities	All components
Female teachers	All components
Children with malnutrition and/or stunting	All components

Disadvantaged and vulnerable groups related to the project may face numerous barriers to accessing information and benefits. These barriers include potential exclusion due to elite capture and exploitation, where influential individuals or groups preferentially divert resources. Limited access to electricity and internet, particularly in remote areas, further hinders the ability of these groups to receive digital communications about the project. Women, often confined to household roles and facing mobility restrictions, may find it difficult to access information and participate in project related activities, especially those that require travel outside of the home. Additionally, prevalent illiteracy can impede the comprehension of written materials, necessitating alternative communications strategies such as visual aids, community meetings, and radio broadcasts. Girls, children with disabilities, and children from minority groups often face social and cultural barriers that limit their access to education. OOS children are likely to belong to families struggling with poverty, potentially hindering their participation in the project. Female teachers face gender related challenges, including limited mobility and safety concerns.

These challenges require tailored approaches to stakeholder engagement and information dissemination. Vulnerable groups within the project area will be further identified and consulted through dedicated means, with specific engagement methods described in subsequent sections of this document.



## 4 Stakeholder Engagement Program

### 4.1 Summary of Stakeholder Engagement during Project Preparation

During project preparation, the team conducted the following stakeholder consultations.

*Table 4 Summary of Stakeholder Engagement During Project Preparation: Stakeholder Consultations*

Location	Date	Total number of female participants	Total number of male participants
Quetta	December 17 <sup>th</sup> 2024	06	14
Quetta	January 14 <sup>th</sup> 2025	18	00
Quetta	January 15 <sup>th</sup> 2025	01	36

*Table 5 Summary of Stakeholder Engagement During Project Preparation: Workshop on December 17<sup>th</sup> 2024*

Stakeholder type	Designation
Government	DEO Quetta Conservator of Forests (North) Assistant Director (BEPA) Deputy Director (BEPA)
NGO/Private Sector	Researcher (IDSP) Manager NRM (BRSP) Project Coordinator (IDO) Project Officer (Taraquee Foundation) Project Manager (DANESH Organization)
Parents/Teachers/PTSMC members	JET Head master Head Mistress SST (Sc) Fellow JDM (mother) PTSMC president

### 4.2 Key Findings from Stakeholder Engagement During Project Preparation

***School infrastructure and construction:***

- The condition of existing school infrastructure was raised as a concern by several participants, citing lack of maintenance and lack of facilities for staff as a significant concern, particularly in rural schools
- Issues in coordination with construction contractors in the past was also raised, leading participants to suggest that the head teacher for each school be taken on board during the design and implementation of school construction/upgradation works.
- Concerns were also raised about the design of school infrastructure interventions, with some participants suggesting that design features such as artificial tiling and grass would not be useful.

***Teacher related issues:***

- The need to tackle corporal punishment and behavior change necessary to do so was raised as a concern.
- Participants also noted issues with teacher recruitment, stating that these needed to be resolved to move forward. They called for a systematic recruitment policy to be implemented with robust contracts and incentives.
- Issues around cultural and gender appropriate transportation options for female teachers emerged as a significant concern, linking directly to teacher attendance
- Teachers face challenges in-classroom as well, and in the absence of any standardization for the size of schools and numbers of students and teachers per classroom, the workload ends up unevenly distributed with some teachers responsible for unmanageable classroom sizes.
- Participants also highlighted the lack of recognition and incentives for teachers. They suggested that awards for teacher performance could be cash based, instead of only awarding teachers a certificate.
- Government participants also noted budget issues as a hinderance to teacher recruitment and adequate staffing of schools.

***School management and community engagement:***

- With regards to the environmental management of schools in the context of the planned project activities, participants highlighted that geographic context within the province is significant, and interventions as well as their related environmental management and mitigation measures should be tailored to the geographical context. For example, water issues differ significantly between the south and north of the province due to the variations in groundwater availability.
- Local ownership is crucial. Alumni engagement was suggested as a way to build ownership within communities and families.
- The selection process of the PTSMC should ensure that only those individuals who have demonstrated a willingness to take ownership should be considered for PTSMC leadership.
- Government officials mentioned that the cluster budget system has been effective, and PTSMCs have been formed at higher-secondary level, but many of these PTSMCs are dormant at present.
- Participants also highlighted the need to ensure that PTSMCs and other social mobilization under the project be designed with long-term sustainability in mind, as previous experience has shown that typically social mobilization and community engagement lasts only for the duration of the project activities.
- The use of community labor for construction activities was also suggested.

***Student related issues:***

- Teachers present at the consultation recommended the creation of resource centers within school premises for girls to work on skills development and entrepreneurship
- Participants also pointed to the “pass-fail” system as being potentially detrimental to students’ mental health
- The interventions must not ignore street children and out of school children. Participants suggested that stipends be given out to incentivize these children to attend schools.
- Schools should also have counseling rooms to help children deal with psychosocial issues.

***Environmental and social considerations:***

- Water issues are prevalent across Balochistan, and should be central to the discussion
- Participants stressed the importance of not removing trees during any construction activities, particularly classroom expansion. They suggested sensitizing communities on these issues as well.
- Groundwater recharge structures were also suggested as a potential intervention for climate smart schools and classrooms.
- WASH interventions under the project will require some degree of accompanying behavioral change interventions a swell.
- Disaster risk management plans/measures should be implemented at school, for example community based disaster risk management.

***Gender concerns:***

- Gender specialists should be made available to students
- Mental health and psychosocial support is needed in schools. Participants suggested that NGOs with expertise in this area could be recruited as service providers for this.
- A number of participants urged for menstrual hygiene management (MHM) to be included along with the planned WASH activities. They noted that MHM is a significant contributor to high drop-out rates amongst female students.
- In order to tackle GBV, a number of targeted interventions including helplines, awareness materials, confidentiality measures for case handling, counseling services, and sensitization of children and teachers could be utilized. Religious sensitization through influential individuals and/or clerics could also play a positive role.
- Trainings related to GBV, SEA and SH need to be expanded to include a wider base of stakeholders and project affected parties.

***Other concerns:***

- Land issues (ownership, etc) could pose issues during implementation

### 4.3 Summary of Project Stakeholder Needs, Methods, Tools and Techniques for Engagement

The Stakeholder Engagement Plan below outlines the engagement process, methods, including sequencing, topics of consultations and target stakeholders. The World Bank and the Borrower do not tolerate reprisals and retaliation against project stakeholders who share their views about Bank-financed projects.

*Table 6 Summary of Stakeholder Needs, Methods, and Techniques for Engagement: Preparation Stage*

<b>Project stage</b>	<b>Target stakeholders</b>	<b>Topic of consultation / message</b>	<b>Method used</b>	<b>Responsibilities</b>	<b>Frequency/Timeline</b>
<i>Preparation stage</i>	<i>Directorate of Schools, PMU and PIU</i>	<i>Identify vulnerable groups, potential social and environmental impacts of the project, women's participation</i>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-Consultative workshops</li> <li>-Formal meetings</li> <li>-One-on-one interviews</li> </ul>	<i>SED Project Preparation Team</i>	<i>During project preparation</i>
<i>Preparation stage</i>	<i>ECE and primary students and parents, including from low income households</i>	<ul style="list-style-type: none"> <li>-Previous experience as beneficiaries of education project</li> <li>-Observed impacts of previous education projects</li> <li>-Potential benefits and impacts of STEP-B and GRADES-B</li> <li>-Concerns related to the project and its interventions</li> <li>-Community inclusion</li> <li>-Access to schools and satisfaction levels</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussions</li> <li>-One-on-one interviews</li> <li>-Site visits</li> <li>-Consultative workshops</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>

		<ul style="list-style-type: none"> <li>-Attitudes towards girls' education</li> <li>-Willingness to participate in community based programs</li> </ul>			
Preparation stage	Teachers	<ul style="list-style-type: none"> <li>-Previous experience with other education projects and observed impacts</li> <li>-Benefits and impacts of GRADES-B and STEP-B</li> <li>-Concerns related to the projects and their interventions</li> <li>-Access to transportation options</li> <li>-Previous trainings received and perceptions</li> <li>-Gender specific interventions</li> <li>-Concerns with recruitment practices</li> <li>-Training needs</li> </ul>	-Consultative workshops	SED Project Preparation Team	As necessary during preparation stage prior to implementation
Preparation stage	Students with disabilities and their parents/guardians	<ul style="list-style-type: none"> <li>-Previous experiences with other education projects and observed impacts, especially related to special provisions for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussions</li> <li>-One-on-one interviews</li> <li>-Site visits</li> <li>-Consultative workshops</li> </ul>	SED Project Preparation Team	As necessary during preparation stage prior to implementation

		<ul style="list-style-type: none"> <li>-Attitudes towards schooling for children with disabilities</li> <li>-Challenges faced in-classroom relating to disability (e.g. accessibility, special education)</li> <li>- Benefits and impacts of GRADES-B and STEP-B</li> <li>-Specific needs for in-school and out-of-school support</li> <li>-Willingness to participate in community based programs related to education, school management, etc.</li> </ul>			
<i>Preparation stage</i>	<i>NGOs, CSOs, and international organizations working on education in Balochistan</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Potential impacts of GRADES-B and STEP-B</li> <li>-Feedback on planned activities</li> <li>-Potential E&amp;S risks and mitigation measures</li> <li>-Identification and characterization of vulnerable individuals and groups</li> </ul>	<i>-Consultative workshops</i>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>

<i>Preparation stage</i>	<i>Women Development Department</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Potential impacts of projects, particularly related to women and girls</li> <li>-Feedback on planned activities, particularly with regard to women and girls</li> <li>-Potential E&amp;S risks and mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-Consultative workshops</li> <li>-Formal meetings</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>Staff of NGOs involved in management of community schools</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Prior experience in school management</li> <li>-Concerns related to the projects and their interventions</li> <li>-Training needs</li> </ul>	<ul style="list-style-type: none"> <li>-Consultative workshops</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>Students and parents belonging to minority religious and/or ethnic groups</i>	<ul style="list-style-type: none"> <li>-Previous experiences with other education projects and observed impacts, especially related to special provisions for minorities</li> <li>-Attitudes towards schooling for girls</li> <li>-Challenges faced in-classroom relating to minority status</li> <li>- Benefits and impacts of GRADES-B and STEP-B</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussions</li> <li>-One-on-one interviews</li> <li>-Site visits</li> <li>-Consultative workshops</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>

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		<ul style="list-style-type: none"> <li>-Specific needs for in-school and out-of-school support</li> <li>-Willingness to participate in community based programs related to education, school management, etc.</li> </ul>			
<i>Preparation stage</i>	<i>District Education Authorities and Directorate of Schools</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Feedback on planned activities</li> <li>-Training needs</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussions</li> <li>-One-on-one interviews</li> <li>-Consultative workshops</li> <li>-Formal meetings</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>Ministry of Finance and Planning Department</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Potential impacts of GRADES-B and STEP-B</li> <li>-Feedback on planned activities</li> <li>-Potential E&amp;S risks and mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-Consultative workshops</li> <li>-Formal meetings</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>Provincial Institute of Teacher Education</i>	<ul style="list-style-type: none"> <li>-Project overview</li> <li>-Potential impacts of GRADES-B and STEP-B</li> <li>-Potential E&amp;S risks and mitigation measures</li> <li>-Training needs</li> <li>-Feedback on planned activities</li> </ul>	<ul style="list-style-type: none"> <li>-Consultative workshops</li> <li>-Formal meetings</li> </ul>	<i>SED Project Preparation Team</i>	<i>As necessary during preparation stage prior to implementation</i>



*Table 7 Summary of Stakeholder Needs, Methods, and Techniques for Engagement: Implementation Stage*

<b>Project stage</b>	<b>Target stakeholders</b>	<b>Topic of consultation / message</b>	<b>Method used</b>	<b>Responsibilities</b>	<b>Frequency/Timeline</b>
<i>Implementation stage</i>	<i>Directorate of Schools, PMU and PIU</i>	<ul style="list-style-type: none"> <li>-Progress updates</li> <li>-Beneficiary targeting</li> <li>-Implementation of ESMF, SEP and other E&amp;S documents</li> <li>-E&amp;S issues identified during implementation</li> <li>-LMP and OHS plans</li> <li>-Feedback on project implementation</li> <li>-Grievance redress mechanism</li> </ul>	<i>-Workshops</i>	<i>PIU Social and Environmental Specialists</i>	<i>Bi-annually throughout project implementation</i>
<i>Implementation stage</i>	<i>ECE and primary students and parents, including from low income households</i>	<ul style="list-style-type: none"> <li>-Awareness raising of project benefits</li> <li>-Guidance on how to participate in the projects</li> <li>-Disclosure of E&amp;S instruments including ESMF and SEP</li> <li>-Grievance redress process</li> <li>-Feedback on project implementation</li> </ul>	<ul style="list-style-type: none"> <li>-FGDs</li> <li>-Mass media</li> <li>-Social media</li> <li>-Mobile phone</li> <li>-Feedback surveys</li> <li>-Workshops</li> <li>- Community Scorecards</li> </ul>	<i>PIU Social and Environmental Specialists</i>	<p><i>Awareness raising campaigns continuously throughout project via mass media, advertisements</i></p> <p><i>FGD informational sessions and feedback surveys at all school locations at beginning and end of each activity</i></p>
<i>Implementation stage</i>	<i>Teachers</i>	<ul style="list-style-type: none"> <li>-Awareness raising of project benefits</li> </ul>	<ul style="list-style-type: none"> <li>-FGDs</li> <li>-Mass media and social media</li> </ul>	<i>PIU Social and Environmental Specialists</i>	<i>Awareness raising campaigns continuously throughout project via</i>

		<ul style="list-style-type: none"> <li>- Disclosure of E&amp;S instruments</li> <li>-Grievance redress procedure</li> <li>-Training opportunities provided by the project</li> <li>-Additional training needs</li> <li>-Feedback on project implementation</li> </ul>	<ul style="list-style-type: none"> <li>-Feedback surveys</li> <li>-Workshops</li> <li>-Community Scorecards</li> </ul>		<p>mass media, advertisements</p> <p>FGD informational sessions and feedback surveys at all school locations at beginning and end of each activity</p>
Implementation stage	Students with disabilities and their parents/guardians	<ul style="list-style-type: none"> <li>-Awareness raising of project benefits, especially those targeted towards special education and related initiatives</li> <li>-Guidance on how to participate in the projects</li> <li>-Disclosure of E&amp;S instruments including ESMF and SEP</li> <li>-Grievance redress process</li> <li>-Feedback on project implementation</li> </ul>	<ul style="list-style-type: none"> <li>-FGDs</li> <li>-Mass media</li> <li>-Social media</li> <li>-Mobile phone</li> <li>-Feedback surveys</li> <li>-Workshops</li> <li>- Community Scorecards</li> </ul>	PIU Social and Environmental Specialists	<p>Awareness raising campaigns continuously throughout project via mass media, advertisements</p> <p>FGD informational sessions and feedback surveys at all school locations at beginning and end of each activity</p>
Implementation stage	NGOs, CSOs, and international organizations working on education in Balochistan	<ul style="list-style-type: none"> <li>-Awareness of project design and implementation</li> <li>-Beneficiary targeting and prioritization</li> <li>-E&amp;S issues identified during implementation</li> <li>-Project updates</li> </ul>	<ul style="list-style-type: none"> <li>-Workshops</li> <li>-Feedback surveys</li> <li>-One-on-one interviews</li> </ul>	PIU Social and Environmental Specialists	Biannually throughout implementation

		<i>-Feedback on project activities</i>			
<i>Implementation stage</i>	<i>Women Development Department</i>	<i>-Awareness of project design and implementation</i> <i>-Feedback on project implementation from gender perspective</i> <i>-E&amp;S risks and mitigations, especially for GBV/SEA/SH related risks</i> <i>-Disclosure of E&amp;S documents especially the GBV Action Plan</i> <i>-Feedback on GBV Action Plan and GRM protocols for GBV/SEA/SH related complaints</i>	<i>-Workshops</i> <i>-One-on-one interviews</i> <i>-Formal meetings</i>	<i>PIU Social and Environmental Specialists</i>	<i>Biannually throughout implementation</i>
<i>Implementation stage</i>	<i>Minorities Affairs Department</i>	<i>-Awareness of project design and implementation</i> <i>-Feedback on project implementation and beneficiary identification, especially relating to minority beneficiaries</i> <i>-E&amp;S risks and mitigation measures, especially relating to minorities</i>	<i>-Workshops</i> <i>-One-on-one interviews</i> <i>-Formal meetings</i>	<i>PIU Social and Environmental Specialists</i>	<i>Biannually throughout implementation</i>

		<i>-Project GRM</i>			
<i>Implementation stage</i>	<i>Staff of NGOs involved in management of community schools</i>	<ul style="list-style-type: none"> <li>-Awareness of project design and implementation</li> <li>-E&amp;S instruments and codes of conduct</li> <li>-GBV/SEA/SH mitigation measures</li> <li>-Guidance on utilizing the GRM</li> <li>-Feedback on project implementation</li> </ul>	<ul style="list-style-type: none"> <li>-Workshops</li> <li>-FGDs</li> <li>-Feedback surveys</li> <li>-One-on-one interviews</li> <li>-Trainings</li> </ul>	<i>PIU Social and Environmental Specialists</i>	<p><i>Workshops, FGDs, feedback surveys quarterly throughout implementation at each community school site</i></p> <p><i>Trainings prior to beginning work at each community school site</i></p>
<i>Implementation stage</i>	<i>Students and parents belonging to minority religious and/or ethnic groups</i>	<ul style="list-style-type: none"> <li>-Awareness raising of project benefits, especially those targeted towards minority students</li> <li>-Guidance on how to participate in the projects</li> <li>-Disclosure of E&amp;S instruments including ESMF and SEP</li> <li>-Grievance redress process</li> <li>-Feedback on project implementation</li> </ul>	<ul style="list-style-type: none"> <li>-FGDs</li> <li>-Mass media</li> <li>-Social media</li> <li>-Mobile phone</li> <li>-Feedback surveys</li> <li>-Workshops</li> <li>-Community Scorecards</li> </ul>	<i>PIU Social and Environmental Specialists</i>	<p><i>Awareness raising campaigns continuously throughout project via mass media, advertisements</i></p> <p><i>FGD informational sessions and feedback surveys at all school locations at beginning and end of each activity</i></p>
<i>Implementation stage</i>	<i>District Education Authorities and Directorate of Schools</i>	<i>-Awareness of project design and implementation</i>	<ul style="list-style-type: none"> <li>-Workshops</li> <li>-FGDs</li> <li>-Community Scorecards</li> </ul>	<i>PIU Social and Environmental Specialists</i>	<i>Once prior to engaging on training activities in STEP-B Component 4</i>

		<ul style="list-style-type: none"> <li>-Disclosure of E&amp;S instruments</li> <li>-Grievance redress process</li> </ul>			
Implementation stage	Ministry of Finance and Planning Department	<ul style="list-style-type: none"> <li>-Awareness of project design and implementation</li> <li>-Feedback on project design and implementation, especially related to formula-based funding</li> <li>-Disclosure of E&amp;S instruments</li> <li>-Grievance redress process</li> </ul>	<ul style="list-style-type: none"> <li>-Workshops</li> <li>-One-on-one interviews</li> <li>-Formal meetings</li> </ul>	PIU Social and Environmental Specialists	<p>Awareness and disclosure once prior to commencement of implementation</p> <p>Feedback as needed during implementation of STEP-B Component 4</p>
Implementation stage	PTSMCs, PECs and local education councils	<ul style="list-style-type: none"> <li>-Awareness of project and its benefits</li> <li>-Feedback on project implementation</li> <li>-Disclosure of E&amp;S instruments</li> <li>-Grievance redress process</li> </ul>	<ul style="list-style-type: none"> <li>-Workshops</li> <li>-FGDs</li> <li>-Feedback surveys</li> <li>-Community Scorecards</li> </ul>	PIU Social and Environmental Specialists	<p>Awareness and disclosure once prior to implementation at each related school/community</p> <p>Feedback, FGDs and workshops quarterly throughout implementation at each related school/community</p>

#### 4.4 Proposed Strategy to Incorporate the Views of Vulnerable Groups

The project will seek the views of vulnerable groups, as identified in this SEP. These groups will be reached through community meetings held in accessible locations, focused group discussions with gender and disability inclusivity and household surveys for those unable to attend public forums. To ensure full participation, materials will be provided in local languages and in formats accessible to the illiterate or disabled.

The project will seek the views of vulnerable groups through the following methods:

- *Community meetings*: organizing meetings in local communities to facilitate direct interaction and feedback.
- *Focus Group Discussions*: conducting discussions with smaller, targeted groups to delve deeper into specific issues and concerns.
- *Individual Interviews*: engaging in one-on-one interviews, particularly for those unable to attend group sessions.
- *Community Score Cards (CSC)*: engaging the vulnerable groups at the 50 selected schools in the feedback mechanism through Community Score Cards.
- *Terrestrial television and radio broadcasts*: disseminating project information through channels with broader availability, particularly in the case of female stakeholders who may have limited modes of information access.
- *Surveys*: distributing written or digital surveys to gather a broader range of responses.
- *Accessible workshops*: hosting workshops that are physically and logistically accessible to all, including persons with disabilities.
- *Social Media and Online Platforms*: utilizing digital platforms for engagement, especially beneficial for tech-savvy youth and those with limited mobility.
- *Collaboration with Local NGOs*: partnering with NGOs that have existing relationships with these groups to facilitate engagement.

The following measures will be taken in order to remove obstacles to full and enabling participation / access to information:

- *Provision of Information in Local Languages*: translating materials into local languages and dialects to ensure understanding.
- *Accessible Formats*: offering information in braille, large print, and audio formats for those with visual or hearing impairments, and pictorial guides and audio-based explanations for the illiterate. Additionally, ensuring the availability of printed signage and flyers for those without digital access.
- *Convenient and Accessible Venues*: choosing meeting locations that are easily reachable and accessible to persons with disabilities and women who may have limited mobility due to cultural norms.
- *Flexible Timing*: scheduling sessions at times suitable for participants, considering work and caregiving responsibilities.
- *Transportation Support*: arranging transportation for remote or mobility-challenged individuals.
- *Cultural Sensitivity Training for Facilitators*: ensuring that those leading sessions are trained in cultural sensitivity and inclusivity.
- *Female inclusion*: ensuring enough female staff is available to hold separate sessions for women.

- *Regular Updates and Feedback Mechanisms:* using multiple channels, including community notice boards, to disseminate information and collect feedback.

## 5 Resources and Responsibilities

### 5.1 Implementation Arrangements and Resources

The project's stakeholder engagement implementation arrangements are as follows: The ESMU within the PIU will lead the stakeholder engagement activities. They will coordinate with field staff for local-level engagements. PMU-ESMU along with relevant PMU staff will be responsible for the ensuring stakeholder engagement activities for Community Score Card initiative to be implemented across 50 selected schools. The PIU Project Director will oversee the overall implementation of the SEP, ensuring integration with the project's environmental and social management strategies. Stakeholder feedback and engagement outcomes will be systematically documented and reviewed to inform project adjustments and decision-making.<sup>2</sup>

The stakeholder engagement activities will be documented through:

- Detailed records of all engagement activities, including minutes of meetings, attendance lists and feedback received.
- Regular reports summarizing the stakeholder feedback, concerns, and suggestions.
- Documentation of how stakeholder input has been incorporated into project planning and decision-making.
- Ongoing updates in project reports and communications to ensure transparency and accountability in stakeholder engagement.

The budget estimate for the preparing and implementing SEP is 115,000 USD. The budget breakdown can be found in Annex 3.

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<sup>2</sup> Integrate provisions for the mobilization of technical expertise for safe consultations with vulnerable groups, and/or on sensitive topics, as and when needed.



## 6 Grievance Redress Mechanism

A Grievance Mechanism is a system that allows not only grievances, but also queries, suggestions, positive feedback, and concerns of project-affected parties related to the project to be submitted and responded to in a timely manner.

### 6.1 Description of Grievance Redress Mechanism (GRM)

Table 8 provides steps for the design and process of an effective GRM. The project will use the guidance below to prepare a detailed GRM implementation document once the project is effective.

*Table 8 GRM Steps*

Step	Description of process	Timeframe	Responsibility
GRM implementation structure	<p>The structure will be integrated at provincial and local levels with clear reporting lines to the PIU.</p> <p>The GRM will be implemented by the implementing agency. A Grievance Redress Committees will be formed at the PIU, including <i>(based on the existing mechanism)</i>:</p> <p><b>Committee One (GRC-I) – Services</b>  <b>Purpose:</b> Evaluate and assign tasks to the concerned section for resolving/addressing cases related to “services.”  <b>Composition:</b>  i. <b>Chairman:</b> Additional Secretary (Development), Secondary Education  ii. <b>Secretary/Member:</b> Manager M&amp;E, PMU  iii. <b>Member:</b> Manager Education, PMU  iv. <b>Member:</b> Manager Finance, PMU  <b>Grievance Process:</b></p> <ul style="list-style-type: none"> <li>Grievances/complaints can only be submitted by parties with a direct stake in the procurement processes/competition for “services.”</li> </ul>	Continuous	PIU – for convening overall project GRM and implementation

Step	Description of process	Timeframe	Responsibility
	<ul style="list-style-type: none"> <li>Grievances/complaints must be submitted within one week of the procurement process initiation.</li> <li>Grievances/complaints submitted after one week from the completion of the activity will be considered void.</li> </ul> <p><b>Committee Two (GRC-II) – Goods &amp; Works</b>  <b>Purpose:</b> Evaluate and assign tasks to the concerned section for resolving/addressing cases related to “goods &amp; works.”  <b>Composition:</b>  i. <b>Chairman:</b> Project Director, PMU-SED  ii. <b>Member:</b> Manager M&amp;E, PMU  iii. <b>Member:</b> Finance Manager, PMU  iv. <b>Member:</b> Any other co-opted member  <b>Grievance Process:</b></p> <ul style="list-style-type: none"> <li>Grievances can only be submitted by parties with a direct stake in the procurement processes/competition for “goods &amp; works.”</li> <li>Grievances must be submitted within one week of the procurement process initiation.</li> <li>Grievances submitted after one week from the completion of the activity will be considered void.</li> </ul> <p><b>Committee Three (Complaint Redressal Cell (CRC))</b>  <b>Purpose:</b> Evaluate and dispose of complaints related to teacher recruitment through the District Recruitment Committee (DRC).</p>		

Step	Description of process	Timeframe	Responsibility
	<p><b>Composition:</b></p> <p>i. <b>Chairman:</b> Commissioner</p> <p>ii. <b>Member:</b> Divisional Director of Education</p> <p>iii. <b>Member:</b> Principal of the College for Males at Divisional HQ</p> <p>iv. <b>Member:</b> Principal of the College for Females at Divisional HQ</p> <p>The PIU will be responsible for overall operation of the GRM and will be the Grievance Redressal Officer (GRO) of the project.</p>		
Grievance uptake	<p>Grievances can be submitted via the following channels:</p> <ul style="list-style-type: none"> <li>• Written (application / form) through Letters, SMS's, Phone Calls, Emails</li> <li>• Complaints on phone calls can only be entertained between 9am to 5pm on working days of the week.</li> <li>• Email:</li> <li>• Landline Phone Number for calls: +92 81 2864293</li> <li>• Cellphone Number for SMS: +92 333 2335339</li> <li>• Office Address for letters: PMU-SED, Chaman Housing Scheme, Quetta.</li> </ul> <p>Complaints can be submitted in person to the Grievance Focal Persons or via dedicated phone lines, email addresses and suggestion boxes provided at local community centres.</p>	Upon submission	<p>PIU</p> <p>Grievance Focal Persons</p>

Step	Description of process	Timeframe	Responsibility
Sorting, processing	<p>Any complaint received is forwarded to the PIU and logged in a centralized system. Grievances are then categorized and referred to the relevant GFP or GRC for resolution. Grievances will be categorized into the following complaint types: Low; Medium; and High priority.</p> <p>Low priority: these typically involve minor issues that do not significantly impact the overall project or the complainants' well-being. Examples could include minor administrative errors, delays in non-critical services, or small-scale individual grievances that can be resolved locally, with the GFP, without extensive intervention.</p> <p>Medium priority: these are more serious than low priority complaints but do not pose immediate or significant risks to the project's success or stakeholders' rights and interests. These might include disputes over employment terms, moderate environmental impacts, or concerns about project implementation aspects that affect a limited number of stakeholders.</p>	Upon receipt of complaint	PIU

Step	Description of process	Timeframe	Responsibility
	High priority: these are critical issues that require urgent attention and could significantly impact the project's success and the well-being of stakeholders. Examples could include violation of the law of the land, corruption, GBV, SEAH (sexual exploitation, abuse and harassment), community rights, significant health and safety concerns, allegations of serious environmental harm; complaints regarding minorities, persons with disabilities, transgender etc.		
Acknowledgement and follow-up	Receipt of the grievance is acknowledged to the complainant at the PIU via acknowledgement letter or email. Depending on accessibility, the Specialist may instruct the relevant GFP to convey acknowledgement	Within 5 days of receipt	PIU
Verification, investigation, action	Low priority grievances may be investigated and resolved directly by the GFP, in consultation with the PIU. If the grievance is unable to be resolved, its priority is upgraded to medium priority.  Medium priority grievances are investigated and resolved by the PIU GRC. The GRC may enlist the relevant GFP to assist in verification and investigation. If the grievance remains unresolved, its priority is upgraded to high priority.	Within 10 working days for low and medium; specific timeframe for high priority set by PIU GRC	Grievance Focal Persons, PIU GRC
Monitoring and evaluation	Data on complaints are collected in a dedicated grievance management system at the PIU GRC. Grievance data is reported to the World Bank on a quarterly basis	Quarterly reporting	PIU

Step	Description of process	Timeframe	Responsibility
Provision of feedback	Feedback from complainants regarding their satisfaction with complaint resolution is collected through follow-up surveys or interviews after the resolution process.	Post-resolution	Grievance Focal Persons
Training	<p>Training needs for staff/consultants in the PIU are identified and addressed through regular capacity-building workshops and on-the-job training programs, focusing on grievance redress mechanisms, social engagement and environmental compliance.</p> <p>Ongoing training for all levels of the GRM structure on handling grievances effectively and sensitively.</p>	Annually or as needed	PIU
Appeals process	The GRM will also include a system for appeals. If a complainant is unsatisfied with the resolution of the grievance, they will be able to lodge an appeal, which can be escalated to the Project Director.	Within 5 days of appeal	

As the project makes use of labor on components involving construction work, a separate GRM specifically designed for project labor will be prepared as part of the Labor Management Procedures, in line with the requirements set out in ESS2 Labor and Working Conditions.

To address any complaints related to GBV/SEA/SH, the project will ensure that GBV related grievances received by the GRM are referred to relevant GBV service providers. Dedicated trained female staff will be appointed to receive and process GBV related complaints. Special considerations will be taken to ensure that the complainant's identity is treated as privileged information, and the option to lodge the complaint anonymously will also be provided. Additionally, all GRM response teams will be trained on GBV, SEA and SH. Detailed protocols for receiving, managing and addressing complaints related to GBV/SEA/SH will be developed in the GBV/SEA/SH Action Plan and added to the GRM.

## 7 Monitoring and Reporting

### 7.1 Summary of How SEP will be Monitored and Reported Upon

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

SEP reporting will include the following:

- (i) Quarterly progress reporting on the ESS10-Stakeholder Engagement commitments under the Environmental and Social Commitment Plan (ESCP)
- (ii) Annual cumulative qualitative reporting on the feedback received during SEP activities, in particular (a) issues that have been raised that can be addressed through changes in project scope and design, and reflected in the basic documentation such as the Project Appraisal Document, Environmental and Social Assessment, Resettlement Plan, , or SEA/SH Action Plan, if needed; (b) issues that have been raised and can be addressed during project implementation; (c) issues that have been raised that are beyond the scope of the project and are better addressed through alternative projects, programs or initiatives; and (d) issues that cannot be addressed by the project due to technical, jurisdictional or excessive cost-associated reasons. Minutes of meetings summarizing the views of the attendees can also be annexed to the monitoring reports.
- (iii) Quarterly quantitative reporting based on the indicators included in the SEP. A set of indicators for monitoring and reporting is included in Annex 4.
- (iv) The monitoring procedure in the Community Scorecard (CSC) 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 Reporting back to Stakeholder Groups

The SEP will be revised and updated as necessary during project implementation.

Quarterly summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventative actions will be collated by responsible staff and referred to the project managers.

The project will implement the Community Score Cards at 50 schools to ensure the community feedback is systematically integrated into project activities. Progress updates will be shared in follow-up meetings, where PMU-SED will present implemented changes and challenges, while community members validate improvements using the same scorecard metrics. Public notice boards at schools, may disseminate results to broader stakeholders. Final reports, including before-and-after comparisons, will be presented at annual public forums and other stakeholder engagement activities under the project.

Specific mechanisms to report back to the stakeholders include: regular community consultations, particularly with beneficiary communities, updates on the project's official website, newsletters and

posts on social media platforms. Additionally, annual public forums will be conducted to discuss progress and gather feedback. This reporting back to the stakeholders will be conducted on a quarterly basis, with annual forums for comprehensive review and dialogue.



## Annex 1: Template to Capture Project Preparation Consultations

### Stakeholders Consultation

**Stakeholders Consultation (DEO, Government Departments, NGOs, Teacher, Parents & PTSMC members): 17<sup>th</sup> December, 2024**

Suggestion/Issue	Elaboration
<b>Behavioral change and corporal punishment</b>	Address corporal punishment with behavioral change initiatives for teachers, supported by training, guidelines, and monitoring.
<b>Poverty-related issues in remote areas</b>	Conditional Cash Transfers (CCTs) for education can incentivize enrollment and attendance among underprivileged families.
<b>Construction issues and contractor coordination</b>	Improve contractor accountability, coordination, and transparency in school construction projects to ensure timely delivery and quality.
<b>Female dropouts in middle school</b>	Implement scholarships and stipends to support girls, addressing issues like physical growth, safety, and gender-specific challenges.
<b>Geographical and climatic challenges</b>	Tailor Environmental and Social Standards (ESS) to local contexts, addressing groundwater and water resource issues regionally.
<b>Mental health and psychosocial support</b>	Introduce mental health and counseling services in schools, with NGOs as service providers where feasible.
<b>Female transport for teachers</b>	Provide safe and reliable transportation solutions for female teachers, especially in remote and unsafe areas.
<b>Ghost and dormant school structures</b>	Involve school management committees (SMCs) to monitor and reactivate ghost schools, ensuring accountability and functionality.
<b>Social mobilization sustainability</b>	Ensure continuity of community engagement efforts beyond the project duration to build local ownership and long-term impact.
<b>Alumni engagement for parental involvement</b>	Use alumni networks to enhance community participation and parental involvement in schools.
<b>PTSMC selection and effectiveness</b>	Streamline selection procedures for Parent-Teacher School Management Committees (PTSMCs) to ensure members are committed and capable.
<b>Cluster budget system</b>	Maintain and improve the cluster budget system, ensuring efficient resource allocation for feeder schools.
<b>Resource centres at schools</b>	Establish resource centres on school premises for skills development and entrepreneurship training.

<b>Suggestion/Issue</b>	<b>Elaboration</b>
<b>Psychosocial support for students</b>	Include counseling rooms and services to address issues like the psychological impacts of the pass/fail system.
<b>Teacher recruitment policy and incentives</b>	Develop a systematic policy for teacher recruitment and provide incentives, awards, and contracts to improve teacher retention and performance.
<b>Rationalization and standardization of schools</b>	Establish standards for primary school size, teacher-student ratios, and facilities to ensure equity and quality.
<b>Street children and out-of-school children</b>	Introduce stipends and support programs for street children to integrate them into the education system.
<b>MHM (Menstrual Hygiene Management)</b>	Incorporate menstrual hygiene education and facilities into WASH activities to reduce dropouts among girls.
<b>WASH behavioral change</b>	Promote behavioral change for water, sanitation, and hygiene practices through awareness campaigns and community engagement.
<b>Water harvesting and drip irrigation</b>	Implement water harvesting and drip irrigation systems in schools as part of sustainable resource management.
<b>Disaster risk management in schools</b>	Develop disaster risk management plans in schools, similar to community-based disaster management approaches.
<b>GBV awareness and support</b>	Provide helplines, gender-based violence (GBV) awareness materials, and confidential support systems for students and teachers.
<b>Religious and cultural sensitization</b>	Engage local religious leaders and cultural influencers to address sensitive issues like GBV and SEA/SH (Sexual Exploitation and Abuse/Sexual Harassment).
<b>Land ownership and transfer issues</b>	Resolve land mutation and ownership challenges for school development projects, particularly in areas like Balochistan.
<b>Sustainable construction practices</b>	Avoid tree cutting and prioritize water safety in construction projects, exploring alternatives like artificial grass and tiling.
<b>Best teacher awards</b>	Introduce cash-based awards to recognize and motivate high-performing teachers.
<b>Community block grants</b>	Use competitive procedures for school grants and provide community-managed block grants for efficient resource allocation.
<b>Single school/single room policy</b>	Clarify and address policies regarding single-room schools, ensuring adequate facilities and resources for teaching.

### Stakeholders Consultation

#### *Teachers Consultation (Female): 14<sup>th</sup> January, 2025*

Suggestion	Elaboration
<b>School selection should be focused on the rural areas, instead of urban areas</b>	Give priority to rural schools during program implementation to bridge the gap in resources and opportunities between rural and urban schools.
<b>ECE teachers training</b>	Conduct specialized training for Early Childhood Education (ECE) teachers to build their capacity in nurturing young learners effectively.
<b>Ensure that only trained teachers attend the classes</b>	Enforce policies that require teachers to complete their training before teaching ECE classes to maintain consistency and quality.
<b>Monitoring should be on a surprise basis, without information</b>	Conduct unannounced monitoring visits to evaluate the real-time effectiveness of teachers and the implementation of planned activities.
<b>ECE classes should be either more in number or large in area</b>	Increase the number of ECE classrooms or expand their size to accommodate more students and provide adequate learning space.
<b>Math, science, and new methods</b>	Introduce innovative and interactive teaching methods for subjects like math and science to make them more engaging and easier to learn.
<b>New technologies (projectors)</b>	Equip classrooms with modern technology such as projectors to support visual learning and make lessons more dynamic and interactive.
<b>Visual aid (screens) with interesting lessons</b>	Incorporate visual aids such as screens to present engaging, multimedia lessons that cater to diverse learning styles.
<b>Curriculum should include simpler words and alphabets</b>	Simplify the ECE curriculum by using easy-to-understand words, alphabets, and concepts that are age-appropriate for young learners.

### Stakeholders Consultation

#### *Teachers Consultation (Male): 15<sup>th</sup> January, 2025*

<b>Suggestion</b>	<b>Elaboration</b>
<b>Training of teachers about the behaviour of specially-abled children</b>	Teachers should receive specialized training to understand the unique needs, behaviours, and learning styles of differently-abled students. This will foster inclusivity.
<b>Ensure merit in teachers' training</b>	Teachers' training programs should be based on merit to ensure that only the most capable and committed individuals receive training.
<b>Capacity development of curriculum developers</b>	Curriculum developers should be provided with training and resources to design content that is inclusive, contemporary, and engaging.
<b>Ensure teachers' appreciation</b>	Regular acknowledgment and incentives should be provided to teachers to recognize their efforts and maintain motivation.
<b>Improving feedback mechanism</b>	Establish a robust feedback system to assess teacher performance and incorporate feedback from students, parents, and peers.
<b>Scholarship system for drop-out students</b>	Introduce scholarships for students who have dropped out, helping them reintegrate into the education system and complete their studies.
<b>Grey-water harvesting</b>	Promote the collection and reuse of greywater in schools to support sustainability efforts and teach environmental responsibility.
<b>Awareness on planting trees and re-using &amp; sharing things in school (environmental education)</b>	Incorporate environmental education to promote tree planting, recycling, and sharing practices among students.
<b>Technology for making learning productive</b>	Leverage technology, such as interactive tools and digital platforms, to enhance learning outcomes and student engagement.
<b>Improving the learning environment</b>	Create conducive learning spaces through better infrastructure, reduced noise, and inclusive classroom layouts.

Suggestion	Elaboration
<b>Special van for specially-abled students in all government schools</b>	Provide accessible transportation facilities to ensure that students with disabilities can commute to school safely and comfortably.
<b>Trainers should also be very capable</b>	Ensure that teacher trainers are highly qualified and experienced, capable of delivering impactful training sessions.
<b>Child care centres in schools should be present</b>	Establish child care centres in schools to support young mothers among teachers and ensure the welfare of younger siblings of students.
<b>Content knowledge &amp; pedagogical knowledge should be there</b>	Teachers should have strong subject-matter expertise coupled with effective teaching strategies to improve student outcomes.
<b>Collaboration with HEC</b>	Partner with the Higher Education Commission (HEC) to enhance teacher training, curriculum development, and overall education quality.

### Stakeholder Consultation Interview Template

#### Interview Information

District	
Village, UC and Tehsil	
Date of the interview	
Name of the interviewer	
Name and role of the interviewee(s)	
Number of Participants	
Stakeholder group being interviewed	

#### Interviewee Information

Name	Gender/Age	Name	Gender/Age
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

**[THEME]**

[Question]	[Response]

## Annex 2: SEP Budget Table

<i>Item</i>	<i>Estimated cost (USD)</i>	<i>Comments</i>
Stakeholder engagement events (workshops, meetings, etc.)	10000	Covers all organized events for mass stakeholder engagement, and includes location costs, technical services, catering, materials, etc.
Community consultations	10000	All stakeholder engagement carried out with communities in the field
Community Scorecards	30000	Stakeholder engagements with teachers, parents, students and relevant authorities across 50 schools annually
Mass communications campaigns	12000	For awareness raising campaigns. Includes ad-space costs, printing, technical development of materials, etc.
SEP training activities	20000	Related to training provided to project teams on SEP implementation, including GRM training.
GRM Boxes	3000	GRM boxes to be installed at each site
Procurement of equipment and services	25000	Including ICT equipment for SEP implementation, subscriptions to services, software packages, implementation of GRM etc.
Travel costs	5000	For traveling of staff involved in implementing the SEP
<b>TOTAL</b>	<b>115,000</b>	

### Annex 3: Monitoring and Reporting on the SEP

Key evaluation questions	Specific Evaluation questions	Potential Indicators	Data Collection Methods
GRM. To what extent have project-affected parties been provided with accessible and inclusive means to raise issues and grievances? Has the implementing agency responded to and managed such grievances?	<ul style="list-style-type: none"> <li>• Are project affected parties raising issues and grievances?</li> <li>• How quickly/effectively are the grievances resolved?</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of GRM and/or feedback mechanisms</li> <li>• Requests for information from relevant agencies.</li> <li>• Use of complaint boxes placed in the villages/project communities.</li> <li>• Number of grievances raised by stakeholders, including uptake channel, resolution status.</li> <li>• Number of Sexual Exploitation, and Abuse/Sexual Harassment (SEA/SH) cases reported in the project areas, which were referred for health, social, legal and security support according to the referral process in place. (if applicable)</li> <li>• Number of grievances that have been (i) opened, (ii) opened for more than 30 days, (iii) resolved, (iv) closed, and (v) number of responses that satisfied the complainants, during the reporting period disaggregated by category of grievance, gender, age, and location of complainant.</li> </ul>	Records from the implementing agency and other relevant agencies
Stakeholder engagement impact on project design and implementation. How have engagement activities made a	<ul style="list-style-type: none"> <li>• Was there interest and support for the project?</li> <li>• Were there any adjustments made during project design and implementation based on the feedback received?</li> <li>• Was priority information disclosed to relevant parties throughout the project cycle?</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation of stakeholders in activities</li> <li>• Number of actions taken in a timely manner in response to feedback received during consultation</li> </ul>	<p>Stakeholder Consultation Attendance Sheets/Minutes</p> <p>Evaluation forms</p> <p>Structured surveys</p>



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difference in project design and implementation ?		<p>sessions with project affected parties.</p> <ul style="list-style-type: none"> <li>• Number of consultation meetings and public discussions where the feedback and recommendation received is reflected in project design and implementation.</li> <li>• Number of disaggregated engagement sessions held, focused on at-risk groups in the project.</li> </ul>	Social media/traditional media entries on the project results
Implementation effectiveness. Were stakeholder engagement activities effective in implementation ?	<ul style="list-style-type: none"> <li>• Were the activities implemented as planned? Why or why not?</li> <li>• Was the stakeholder engagement approach inclusive of disaggregated groups? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of SEP activities implemented.</li> <li>• Key barriers to participation identified with stakeholder representatives.</li> <li>• Number of adjustments made in the stakeholder engagement approach to improve projects' outreach, inclusion and effectiveness.</li> </ul>	<p>Communication Strategy (Consultation Schedule)</p> <p>Periodic Focus Group Discussions</p> <p>Face-to-face meetings and/or Focus Group discussions with Vulnerable Groups or their representatives</p>