

Stakeholder Engagement Plan (SEP)

P507717 - System Transformation of Early Education Project Balochistan (STEP-B)

**School Education Department
Government of Balochistan**

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1 Project Description

This SEP relates to the project STEP-B (P507717), which is planned for implementation simultaneously. Both projects are being prepared under the World Bank's Environment and Social Framework (ESF).

Balochistan faces a significant education crisis, with some of the lowest human capital indicators globally. A significant proportion of its population—especially children—are deprived of essential learning opportunities, stifling individual growth and potential, and representing a significant barrier to socio-economic development in the province. The challenges faced are multifaceted, and encompass poor health and nutrition indicators affecting school readiness; and a large population of out-of-school (OOS) children due to limited access to schools, especially in remote areas.

These challenges are compounded by underinvestment in Early Childhood Education (ECE). Despite the global acceptance of the crucial role ECE plays in laying foundations for future learning, ECE programs in Balochistan suffer from low enrollment, limited funding, and an underdeveloped policy framework lacking integration across critical sectors such as health and nutrition. While primary enrollment in the province has seen some improvement, it remains below national averages, with a significant gender disparity favoring boys. Even children who do attend schools demonstrate learning outcomes significantly below expectations, particularly in foundational literacy and numeracy. This is further exacerbated by a shortage of qualified teachers (especially at the ECE level), and ineffective teacher training programs.

STEP -B

STEP-B is designed as a direct response to this crisis, aligning with the Balochistan Education Compact 2024-2028 (BEPC) which prioritizes the improvement of learning outcomes at the ECE and primary levels. The project will prioritize the enhancement of foundational learning through evidence-based teaching methodologies and high quality learning materials, and will invest in comprehensive professional development programs for teachers focusing on improving content knowledge, pedagogical skills, and classroom management techniques. The Project will also support the strengthening of education management and governance systems to ensure efficient resource allocation and accountability.

The Project Development Objective (PDO) for STEP-B is to improve access and learning outcomes for girls and boys at early childhood education and primary levels in project targeted schools.

STEP-B consists of the following components¹:

Component 1. Enhance the quality of education delivery at ECE and primary levels: This component will focus on improving the quality of education service delivery at the ECE and primary levels through an updated ECE curriculum and a CPD program to improve the pedagogical skills and subject expertise of teachers and overall classroom experience of students

Component 2. Expand access to quality ECE: The focus of this component is to reduce the number of out of school children through infrastructure investments. This will involve the refurbishment of current ECE facilities and building ECE classrooms in primary schools. The project will roll out an enrollment and awareness campaign aimed at boosting enrollment rates and raising awareness about ECE.

Component 3. Monitoring and evaluation (M&E), and project coordination: This component will include development of ECE data modules for the Education Management Information System (EMIS),

and assessment of effectiveness of project interventions. It also involves establishing robust M&E frameworks with clear objectives and indicators for monitoring project progress. Furthermore, the project will ensure collaboration with other stakeholders to guarantee the success of all activities

Component 4. Improved funding of school clusters in Balochistan: There are two STG triggers valued at US\$1.87 million each (10 percent of STG value). Trigger 1: Establish standards for the size of school clusters to facilitate school cluster rationalization for effective governance and management will be delivered with the support of UNICEF. Trigger 2: Develop criteria for formula-based funding to schools to ensure cluster funds by considering gender and other disparities to ensure equal and equitable opportunities for all children will be delivered with the support of the World Bank.

2 Rationale and Objective of SEP

STEP-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 Environmental and Social (E&S) risk classification for the project is Moderate, with social risks rated as Moderate 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 ECE expansion and women's employment as teachers. 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. The prevailing security conditions will also create challenges affecting stakeholder engagement and monitoring. Finally, there are GBV and SEA/SH risks due to labor influx, teacher training and community engagement activities.

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	STEP-B Component
Government/Institutional	School Education Department – Government of Balochistan	All
	Directorate of Schools	Component 4
	Project Monitoring Unit (PMU) staff	All
	PIU staff	All
	Bureau of Curriculum	Component 1
	District Education Authorities	Component 4
	Staff of NGOs involved in management of community schools	-
	Provincial Institute of Teacher Education	Component 1
	Pakistan Institute of Education	Component 1
	UNICEF	All
	UNESCO	Component 1
	Policy Planning and Implementation Unit	Component 1
	Balochistan PPP Authority	-
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	-
	Residents of communities near schools and ECE centers where construction will take place	Component 2
	Parent Education Committees (PECs)	
	Local Education Councils	Component 2

	Parent-Teacher School Management Committees (PTSMCs)	Component 2 and 4
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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	STEP-B Component
Government /Institutional	Ministry of Finance	Component 4
	Planning Department – Government of Balochistan	Component 4
	Minorities Affairs Department – Government of Balochistan	All
	Women Development Department – Government of Balochistan	All
	Social Welfare Department – Government of Balochistan	All
Community/NGOs /Private Sector	Pakistan Poverty Alleviation Fund	Components 1 and 2
	International Rescue Committee	Components 1 and 2
	Balochistan Rural Support Program	Components 1 and 2
	UNWomen	Components 1 and 2
	DANESH organization	Components 1 and 2
	Taraquee Foundation	Components 1 and 2
	SEHER organization	Components 1 and 2
	Other NGOs and CSOs working on education in Balochistan	Components 1 and 2

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

Stakeholders	STEP-B Component
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 th 2024	06	14
Quetta	January 14 th 2025	18	00
Quetta	January 15 th 2025	01	36

Table 5 Summary of Stakeholder Engagement During Project Preparation: Workshop on December 17th 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 as well.
- 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

Project stage	Target stakeholders	Topic of consultation / message	Method used	Responsibilities	Frequency/Timeline
<i>Preparation stage</i>	<i>Teachers</i>	<ul style="list-style-type: none"> -Previous experience with other education projects and observed impacts -Benefits and impacts of STEP-B -Concerns related to the projects and their interventions -Access to transportation options -Previous trainings received and perceptions -Gender specific interventions -Concerns with recruitment practices -Training needs 	<i>-Consultative workshop</i>	<i>PIU</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>NGOs, CSOs, and international organizations</i>	<ul style="list-style-type: none"> -Project overview -Potential impacts of STEP-B 	<i>--Consultative workshops</i>	<i>PIU</i>	<i>As necessary during preparation stage prior to implementation</i>

	<i>working on education in Balochistan</i>	<ul style="list-style-type: none"> -Feedback on planned activities -Potential E&S risks and mitigation measures -Identification and characterization of vulnerable individuals and groups 			
<i>Preparation stage</i>	<i>Staff of NGOs involved in management of community schools</i>	<ul style="list-style-type: none"> -Project overview -Prior experience in school management -Concerns related to the projects and their interventions -Training needs 	<i>--Consultative workshops</i>	<i>PIU</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>District Education Authorities</i>	<ul style="list-style-type: none"> -Project overview -Feedback on planned activities -Training needs 	<i>-Consultative workshops</i>	<i>PIU</i>	<i>As necessary during preparation stage prior to implementation</i>
<i>Preparation stage</i>	<i>PTSMCs, PECs and local education councils</i>	<ul style="list-style-type: none"> -Project overview -Potential impacts of STEP-B -Potential E&S risks and mitigation measures -Experiences and roles in school management -Training needs -Willingness to participate in community based 	<i>-Consultative workshops</i>	<i>PIU</i>	<i>As necessary during preparation stage prior to implementation</i>

		<i>programs implemented by the projects</i>			
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Table 7 Summary of Stakeholder Needs, Methods, and Techniques for Engagement: Implementation Stage

Project stage	Target stakeholders	Topic of consultation / message	Method used	Responsibilities	Frequency/Timeline
<i>Implementation stage</i>	<i>Directorate of Schools, PMU and PIU</i>	<ul style="list-style-type: none"> -Progress updates -Beneficiary targeting -Implementation of ESMF, SEP and other E&S documents -E&S issues identified during implementation -LMP and OHS plans -Feedback on project implementation -Grievance redress mechanism 	<i>-Workshops</i>	<i>ESMU</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"> -Awareness raising of project benefits -Guidance on how to participate in the projects -Disclosure of E&S instruments including ESMF and SEP -Grievance redress process -Feedback on project implementation 	<ul style="list-style-type: none"> -FGDs -Mass media -Social media -Mobile phone -Feedback surveys -Workshops 	<i>ESMU</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</i></p>

					<i>locations at beginning and end of each activity</i>
<i>Implementation stage</i>	<i>Teachers</i>	<ul style="list-style-type: none"> -Awareness raising of project benefits - Disclosure of E&S instruments -Grievance redress procedure -Training opportunities provided by the project -Additional training needs -Feedback on project implementation 	<ul style="list-style-type: none"> -FGDs -Mass media and social media -Feedback surveys -Workshops 	<i>ESMU</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>Students with disabilities and their parents/guardians</i>	<ul style="list-style-type: none"> -Awareness raising of project benefits, especially those targeted towards special education and related initiatives -Guidance on how to participate in the projects -Disclosure of E&S instruments including ESMF and SEP -Grievance redress process -Feedback on project implementation 	<ul style="list-style-type: none"> -FGDs -Mass media -Social media -Mobile phone -Feedback surveys -Workshops 	<i>ESMU</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>NGOs, CSOs, and international organizations</i>	<ul style="list-style-type: none"> -Awareness of project design and implementation 	<ul style="list-style-type: none"> -Workshops -Feedback surveys -One-on-one interviews 	<i>ESMU</i>	<i>Biannually throughout implementation</i>

	<i>working on education in Balochistan</i>	<ul style="list-style-type: none"> -Beneficiary targeting and prioritization -E&S issues identified during implementation -Project updates -Feedback on project activities 			
<i>Implementation stage</i>	<i>Women Development Department</i>	<ul style="list-style-type: none"> -Awareness of project design and implementation -Feedback on project implementation from gender perspective -E&S risks and mitigations, especially for GBV/SEA/SH related risks -Disclosure of E&S documents especially the GBV Action Plan -Feedback on GBV Action Plan and GRM protocols for GBV/SEA/SH related complaints 	<ul style="list-style-type: none"> -Workshops -One-on-one interviews -Formal meetings 	<i>ESMU</i>	<i>Biannually throughout implementation</i>
<i>Implementation stage</i>	<i>Minorities Affairs Department</i>	<ul style="list-style-type: none"> -Awareness of project design and implementation -Feedback on project implementation and beneficiary identification, 	<ul style="list-style-type: none"> -Workshops -One-on-one interviews -Formal meetings 	<i>ESMU</i>	<i>Biannually throughout implementation</i>

		<i>especially relating to minority beneficiaries</i> <i>-E&S risks and mitigation measures, especially relating to minorities</i> <i>-Project GRM</i>			
<i>Implementation stage</i>	<i>Staff of NGOs involved in management of community schools</i>	<i>-Awareness of project design and implementation</i> <i>-E&S instruments and codes of conduct</i> <i>-GBV/SEA/SH mitigation measures</i> <i>-Guidance on utilizing the GRM</i> <i>-Feedback on project implementation</i>	<i>-Workshops</i> <i>-FGDs</i> <i>-Feedback surveys</i> <i>-One-on-one interviews</i> <i>-Trainings</i>	<i>ESMU</i>	<i>Workshops, FGDs, feedback surveys quarterly throughout implementation at each community school site</i> <i>Trainings prior to beginning work at each community school site</i>
<i>Implementation stage</i>	<i>Students and parents belonging to minority religious and/or ethnic groups</i>	<i>-Awareness raising of project benefits, especially those targeted towards minority students</i> <i>-Guidance on how to participate in the projects</i> <i>-Disclosure of E&S instruments including ESMF and SEP</i> <i>-Grievance redress process</i> <i>-Feedback on project implementation</i>	<i>-FGDs</i> <i>-Mass media</i> <i>-Social media</i> <i>-Mobile phone</i> <i>-Feedback surveys</i> <i>-Workshops</i>	<i>ESMU</i>	<i>Awareness raising campaigns continuously throughout project via mass media, advertisements</i> <i>FGD informational sessions and feedback surveys at all school locations at beginning and end of each activity</i>

<i>Implementation stage</i>	<i>District Education Authorities and Directorate of Schools</i>	<i>-Awareness of project design and implementation -Disclosure of E&S instruments -Grievance redress process</i>	<i>-Workshops -FGDs</i>	<i>ESMU</i>	<i>Once prior to engaging on training activities in STEP-B Component 4</i>
<i>Implementation stage</i>	<i>Ministry of Finance and Planning Department</i>	<i>-Awareness of project design and implementation -Feedback on project design and implementation, especially related to formula-based funding -Disclosure of E&S instruments -Grievance redress process</i>	<i>-Workshops -One-on-one interviews -Formal meetings</i>	<i>ESMU</i>	<i>Awareness and disclosure once prior to commencement of implementation Feedback as needed during implementation of STEP-B Component 4</i>
<i>Implementation stage</i>	<i>PTSMCs, PECs and local education councils</i>	<i>-Awareness of project and its benefits -Feedback on project implementation -Disclosure of E&S instruments -Grievance redress process</i>	<i>-Workshops -FGDs -Feedback surveys</i>	<i>ESMU</i>	<i>Awareness and disclosure once prior to implementation at each related school/community Feedback, FGDs and workshops quarterly throughout implementation at each related school/community</i>

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.
- *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. 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.²

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 [] USD. The budget breakdown can be found in Annex 3.

² 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 environmental and social performance of a 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>Committee One (GRC-I) – Services Purpose: Evaluate and assign tasks to the concerned section for resolving/addressing cases related to “services.” Composition: i. Chairman: Additional Secretary (Development), Secondary Education ii. Secretary/Member: Manager M&E, PMU iii. Member: Manager Education, PMU iv. Member: Manager Finance, PMU Grievance Process:</p> <ul style="list-style-type: none"> Grievances/complaints can only be submitted by parties with a direct stake in the procurement processes/competition for “services.” 	Continuous	PIU – for convening overall project GRM and implementation

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

Step	Description of process	Timeframe	Responsibility
	<p>Composition:</p> <p>i. Chairman: Commissioner</p> <p>ii. Member: Divisional Director of Education</p> <p>iii. Member: Principal of the College for Males at Divisional HQ</p> <p>iv. Member: 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"> • Written (application / form) through Letters, SMS's, Phone Calls, Emails • Complaints on phone calls can only be entertained between 9am to 5pm on working days of the week. • Email: • Landline Phone Number for calls: +92 81 2864293 • Cellphone Number for SMS: +92 333 2335339 • Office Address for letters: PMU-SED, Chaman Housing Scheme, Quetta. <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>
Sorting, processing	<p>Any complaint received is forwarded to the PIU and logged in a centralized system.</p> <p>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>	Upon receipt of complaint	PIU

Step	Description of process	Timeframe	Responsibility
	<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> <p>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.</p>		

Step	Description of process	Timeframe	Responsibility
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	<p>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.</p> <p>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.</p> <p>[PENDING]</p>	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
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	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.	Annually or as needed	PIU

Step	Description of process	Timeframe	Responsibility
	Ongoing training for all levels of the GRM structure on handling grievances effectively and sensitively.		
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.

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.

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: Project Preparation Consultations

Stakeholders Consultation

Stakeholders Consultation (DEO, Government Departments, NGOs, Teacher, Parents & PTSMC members): 17th December, 2024

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

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

Stakeholders Consultation**Teachers Consultation (Female): 14th January, 2025**

Suggestion	Elaboration
School selection should be focused on the rural areas, instead of urban areas	Give priority to rural schools during program implementation to bridge the gap in resources and opportunities between rural and urban schools.
ECE teachers training	Conduct specialized training for Early Childhood Education (ECE) teachers to build their capacity in nurturing young learners effectively.
Ensure that only trained teachers attend the classes	Enforce policies that require teachers to complete their training before teaching ECE classes to maintain consistency and quality.
Monitoring should be on a surprise basis, without information	Conduct unannounced monitoring visits to evaluate the real-time effectiveness of teachers and the implementation of planned activities.
ECE classes should be either more in number or large in area	Increase the number of ECE classrooms or expand their size to accommodate more students and provide adequate learning space.
Math, science, and new methods	Introduce innovative and interactive teaching methods for subjects like math and science to make them more engaging and easier to learn.
New technologies (projectors)	Equip classrooms with modern technology such as projectors to support visual learning and make lessons more dynamic and interactive.
Visual aid (screens) with interesting lessons	Incorporate visual aids such as screens to present engaging, multimedia lessons that cater to diverse learning styles.
Curriculum should include simpler words and alphabets	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): 15th January, 2025**

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

Suggestion	Elaboration
Trainers should also be very capable	Ensure that teacher trainers are highly qualified and experienced, capable of delivering impactful training sessions.
Child care centres in schools should be present	Establish child care centres in schools to support young mothers among teachers and ensure the welfare of younger siblings of students.
Content knowledge & pedagogical knowledge should be there	Teachers should have strong subject-matter expertise coupled with effective teaching strategies to improve student outcomes.
Collaboration with HEC	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.)	2000	Covers all organized events for mass stakeholder engagement, and includes location costs, technical services, catering, materials, etc.
Community consultations	3000	All stakeholder engagement carried out with communities in the field
Mass communications campaigns	10.000	For awareness raising campaigns. Includes ad-space costs, printing, technical development of materials, etc.
SEP training activities	1000	Related to training provided to project teams on SEP implementation, including GRM training.
Procurement of equipment	1000	Including ICT equipment for SEP implementation, subscriptions to services, software packages, etc.
Travel costs	1000	For traveling of staff involved in implementing the SEP
TOTAL	18,000	

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"> • Are project affected parties raising issues and grievances? • How quickly/effectively are the grievances resolved? 	<ul style="list-style-type: none"> • Usage of GRM and/or feedback mechanisms • Requests for information from relevant agencies. • Use of complaint boxes placed in the villages/project communities. • Number of grievances raised by stakeholders, including uptake channel, resolution status. • 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) • 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. 	Records from the implementing agency and other relevant agencies
Stakeholder engagement impact on project design and implementation. How have engagement activities made a difference in	<ul style="list-style-type: none"> • Was there interest and support for the project? • Were there any adjustments made during project design and implementation based on the feedback received? • Was priority information disclosed to relevant parties throughout the project cycle? 	<ul style="list-style-type: none"> • Active participation of stakeholders in activities • Number of actions taken in a timely manner in response to feedback received during consultation sessions with project affected parties. 	Stakeholder Consultation Attendance Sheets/Minutes Evaluation forms Structured surveys

project design and implementation ?		<ul style="list-style-type: none"> Number of consultation meetings and public discussions where the feedback and recommendation received is reflected in project design and implementation. Number of disaggregated engagement sessions held, focused on at-risk groups in the project. 	Social media/traditional media entries on the project results
Implementation effectiveness. Were stakeholder engagement activities effective in implementation ?	<ul style="list-style-type: none"> Were the activities implemented as planned? Why or why not? Was the stakeholder engagement approach inclusive of disaggregated groups? Why or why not? 	<ul style="list-style-type: none"> Percentage of SEP activities implemented. Key barriers to participation identified with stakeholder representatives. Number of adjustments made in the stakeholder engagement approach to improve projects' outreach, inclusion and effectiveness. 	<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>

Annex 4: Attendance Record of the Stakeholder Consultations



PROJECT MANAGEMENT UNIT (PMU)

Stakeholder Consultation Meeting on STEP-B & GRADES-B regarding

Environmental and Social Safeguards (Grades-B)

Date: 17th December, 2024

S. No	Name	Designation	Department	Contact	Signature
1	Haseena Abdullah	Research Fellow	Program- IDSP	03178462809	
2	Maria Gulzar	JDM/Naiba	Education	03333322012	
3	Naseem Khalid	Head Mistress	Education	03028385620	
4	Natasha Sabir	SST (Sc)	Education	0300-5982736	
5	Malik Mohd. Hussain	PTSMC President		0333-7800680	
6	Muhammad Yav	Project coordinator	IDO	03158621831	
7	Abdul Qadir	Manager NRM	BRSP	03083864944	
8	Muhammad Afsar	IT officer	PMU- SED	0344-0708008	
9	Saimy Raza	World Bank	World Bank	Saimm2@worldbank.org	

10	Nasir Khan	M&E Specialist	PMU- SED	0300-3801737	
11	Sadia Ashraf	Project officer	Taxayera foundation.	0300-2092405	
12	Fida Muhammad	JET/2nd H/M	Education	03003837051	
13	Naorullah J	Headmaster	Edn	0300 9390250	
14	JAED KHUHO	Project Manager	DANESH organization	0334-2465368	
15	Muhammad Ali Kakari	Deputy Director	BEPA	03462895251	
16	Habib-ur-Rehman	Asstt. Director	EPA	03138380378	
17	RANA MUHAMMAD MAZHAR LIASAT	Conservator of Forest watershed management	Forest Deptt.	0305-6815465	
18	DR. NASEER Ali Sana	JED BUSTIA	Education.	03003812339	
20	Larail Ehtasham	ESU officer	PMU-SED	0307-3843079	
21					
22					
23					
24					



PROJECT MANAGEMENT UNIT (PMU)

Stakeholder Consultation with Female Teachers on STEP-B Regarding

Environment And Social Safeguards

Date: 14th January, 2025

S. No	Name	Designation	Department	Contact	Signature
1	Seher Tariq	SST- G	G.G.H.S. Saraghrigai	0321-8122093	
2	Tehmina Qadir	J.V.T	G.G.H.S. BMC Colony	03313167619	
3	Faizda Shahid	SST (G)	G.G.H.S. Railway colony	0334245103	
4	Asma Gulshan	J. et.	G.G.H.S. Railway colony	0333-0213059	
5	Zunaira Nawaz	J.V.T	(Nominated for training) G.G.H.S. Alam Khan/ P.S. Lohar	0336-8767297	
6	Rubina Roshan	J.V.T	G.G.H.S. Postal colony	0346-2837144	
7	ZAHIDA BIBI	SST (SS)	G.G.H.S. BMC colony	03048851326	
8	Qurratullain	SST (G)	G.G.H.S. Postal colony	03351340611	
9	Fozia Anwar	J.V.T	G.G.H.S. Hazaretown Qta	03342315960	

	Designation	Department	Contact	Signature	
10	Arla Alen	S.St (Sci)	GGHS Killi Dambrai	0333-7880620	Arla
11	Razia	Jvt	GGHS Syedabad	03114288678	Razia
12	Shakeela Noor	Jvt	GGHS Syedabad	03352285419	Shakeela
13	Asma Bibi	S.S.T-(G)	GGHS Xaxai Colony Pakli	0331445415	Asma
14	Zamab Khatoor	J.V.T	G.M.S. Gbrahm Zai Ques	03336667816	Zamab
15	Shaheena Agha	JVT	G.G.H/s-school Killi Akun	03322309511	Shaheena
16	Saira Tariq	JVT	GGHS Sandar Eisa Khan	03325507228	Saira
17	Koniz Kaza	Program Associate	PMU		Koniz
18	Larail Ehtasham	ESSO	PMU-SED	0307-3843079	Larail
19					
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PROJECT MANAGEMENT UNIT (PMU)

Stakeholder Consultation with Male Teachers on STEP-B & GRADES-B regarding Environmental and Social Safeguards

Date: 15th January, 2025

S. No.	Name	Designation	Department	Contact	Signature
1	Amdullah	Jvt	Education	0300934025	[Signature]
2	M. Khalid	J.V.T	Education	03138399774	[Signature]
3	Sheralam	SST	Education	0303018605	[Signature]
4	Ain Allah	Jvt	Education	0302-3080546	[Signature]
5	Meer Muhammad	SST (G)	Education dep	0321-8191404	[Signature]
6	Muhammad Javed	J.V.T (B-14)	Education, Balochistan	03098778565	[Signature]
7	Habibullah	SST (Sci)	School education dep	0307-3898003	[Signature]
8	Ahmed Shah	JVT	Education	03188038288	[Signature]
9	Syed Shanz Shah	JVT	Education	03138311700	[Signature]

10	RAZ MUHAMAD	JET	Education	03136669673	BAM
11	Khuda-e-Dad	J.V.T	Secondary edu. dep	0312-7851278	J
12	Muhabbat Ullah	SST(G)	Secondary Education	0334-3235289	Bulbul
13	Abid Khan	J.V.T	Education	0366-8944484	Em
14	Muhamad Dawood	JAT	Education	0313-8459002	Dawood
15	Samiullah	J.E.T	Education	03178025037	Sami
16	Hafiz Ullah	J.V.T	Education	03138287959	Hafiz
17	M. Zaid	S.S.T	- Do -	03458386893	Zaid
18	Muhammad Ishtaq	J.V.T	Do	03133822295	M. Ishtaq
19	Syed Bashir Ahmad	JET	Do	0333-7039415	Syed
20	M. Waseed	J.V	Education	0333-782634	Waseed
21	Nida Muhammad	J.V.T	GBHS Haidarabad	0322-810486	Nida
22	Jawaid Qasim	J.V.T	GBHS Chashma Khuda	03356541717	Jawaid
23	Muhammad Ali	J.V.T	GBHS Shermar	032-182444	Ali
24	Suleman Laig	S.S.T	GBHS Staff Clg	0300-8384854	Suleman

25	Istiaq Ullah	JAT	GBHS Model High School	03152551636	Istiaq
26	Bilal Hassan	SST(G)	GBHS N/A SBA	0322-8135475	Bilal
27	Muhammad Yaseen	S.S.T (Science)	GBHS Nasirabad Qla	0333-7872806	Yaseen
28	M. UMAR	P.E.T	GBMS Yet Road Quetta	0343-8015674	Umar
29	Abdul Malik	Jvt	GBMS Masjid Kharbana	0300-3863515	Malik
30	FARAZ REHMAN	Jvt	GBHS Tin Tawin	0333-7914982	Faraz
31	Hassib Ullah	Jvt	GBHS P/S Harghania	03368064770	Hassib
32	Muhammad Ali	M	GBMS Muzi Khan	0313-8088359	Ali
33	Muhammad Akram	SST(G)	GBMS Balotra	0333-7883550	Akram
34	Muhammad Imran	JET	GBMS Shaldara	0332-8057511	Imran
35	Mir Ahmed	JVT	PLS Harghania	0332-3500619	Mir
36	Muhammad Ali	SST	PMU		Ali
37	Larail Chahar	ESSO	PMU-SED	0307-3843079	Larail
38					
39					