

STAKEHOLDER ENGAGEMENT PLAN
PAKISTAN INTEGRATED LITERACY AND
SKILLS DEVELOPMENT FOR YOUTH PROJECT

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List of Acronyms

AIOU	Allama Iqbal Open University
ALP	Accelerated Learning Program
ALP-E&S	Accelerated Learning Program-Elementary and Skills
ALP-P	Accelerated Learning Program-Primary
CLS	Community Learning Center
DCAR	Directorate of Curriculum, Assessment, and Research
DEA	District Education Authority
DEO	District Education Officer
DEO-EE	District Education Officer-Elementary Education
EAD	Economic Affairs Division
ESCP	Environmental and Social Commitment Plan
ESFM	Environmental and Social Management Framework
FDGs	Focus Group Discussions
GBV	Gender-Based Violence
HDI	Human Development Index
ICT	Information Communication Technology
IDIs	In-depth Interviews
ILS	Integrated Literacy Skills
IT	Information Technology
L&NFBED	Literacy & Non-Formal Basic Education Department
NEMIS	National Education Management Authority
NFE	Non-Formal Education
NGO	Non-Government Organization
OIPs	Other Interested Parties
OOSC	Out of School Children
PDMA	Provincial Disaster Management Authorities
SCs	School Councils
SELD	Sindh Education and Literacy Department
SEP	Stakeholder Engagement Plan
SMCs	School Management Committees
STEDA	Sindh Teacher Education Development Authority
TA	Technical Assistance
VECs	Village Education Committees
WB	World Bank

1. Introduction

1.1 Project Description

Pakistan Integrated Literacy and Skills Development for Youth Project is a three-year US\$ 2.7million project. The project aims to develop and pilot a new model of Non-Formal Education (NFE) that combines literacy, labor market skills, and life skills development for out-of-school children and illiterate adolescents and young adults in selected districts of Punjab and Sindh Provinces in Pakistan. The project will deliver two core services to the beneficiaries: (1) Accelerated Learning Programs (ALPs) for out-of school children of primary and secondary school ages (sub-component 1.1), and (2) Integrated Literacy and Skills (ILS) Program for illiterate adolescents and young adults (sub-component 1.2). These programs will be delivered through Community Learning Centers (CLCs) with direct involvement of communities. The CLCs will offer a menu of programs to beneficiaries in different age groups based on the community's needs and decisions, and will also offer support functions to the beneficiaries, including counseling and moral support to the beneficiaries. These core activities will be supported by TA activities, including development of NFE curriculum and materials including seven pre-vocational and trade specific ILS programmes/ packages. It is appraised that three pre-vocational and trade specific ILS programmes have already been developed for agriculture, livestock and masonry vocations. The Project will also support continuous training to teachers, principals and community groups for ensuring the CLC management and the quality of teaching & learning activities. Federal and provincial governments will be involved in the development of curriculum, materials and related systems for training, assessment and data management as well as monitoring and supervision of pilot activities, through which the capacity of governments in implementing NFE programs will be built. A rigorous impact evaluation will be conducted to assess the effectiveness of this new pilot model.

Population groups that primarily include 10-16 years of OOSC, youth and adults with illiteracy and no or limited skills continue to remain excluded despite repeated efforts of the Government in previous years. Therefore, these population groups need targeted alternative, accelerated and skill specific programmes in selected districts so as a workable model could be piloted that has the ability to serve these marginalized population groups in Pakistan and be scaled up as well.

In addition to prevailing challenges in the field of education, literacy and skills development, prevalence of COVID-19 has worsened the scenario. The already neglected and excluded population groups have become further vulnerable to remain excluded of education and literacy services. Therefore, the proposed project aims to provide education, literacy and skill programmes by following flexible and practical delivery models that ensure uninterrupted implementation amid COVID-19.

Table 1: Project Components

Components	Sub-Components
Component 1: Implementing Non-Formal Education through Community Learning Centers	1.1 Literacy program for mainstreaming out-of-school children in primary and secondary school age

	1.2 Integrated literacy and skills programs for mainstreaming of illiterate youth and young adults
Component 2: Technical assistance for NFE Material Development and Capacity Building	2.1 Development of curriculum, teaching and learning materials 2.2 Teacher training, capacity building and coordination
Component 3: Project management and Administration, Monitoring and Evaluation, and Knowledge Dissemination	3.1 Project Management and Administration 3.2 Monitoring and Evaluation and Knowledge Dissemination

To respond to the unknown and unpredictable emergency situation associated with COVID-19 pandemic, the project offers flexible and three-level coping strategies to achieve the project outcomes besides the core project approach, and these options will be used depending on the emergency level declared by the federal and provincial governments. These three levels include: (i) regular school are open and NFE centers are also allowed to operate, (ii) regular schools remain closed, but people are allowed to meet other people, (iii) regular schools are closed and people’s meeting with other people is restricted.

In all scenarios, the programs will include basic hygiene and disease prevention modules to deliver proper knowledge and skills to prevent COVID-19 spread and enforcement of hygiene and disease prevention practices. Depending on the emergency level, different educational service delivery modes will be adopted, including center-based learning (with proper disease prevention protocols), teachers’ one-on-one teaching or home-visit approach, and distance-based home learning approach. Educational modules will be customized for home-based, distance and safe learning modes in case of Level 2 and 3. The levels 2 and 3 approaches are considered as back-up options and the primary scenario and preferable approach is the center-based service delivery.

Emergency Level	Service delivery	Conditions	Materials
Level 1	Implementing the learning at CLCs with safety measures	Government schools are open and NFE centers are allowed to open. People are allowed to meet other people and gather.	Regular
Level 2	Teacher-led Home-based schooling/ learning or one-on-one teaching at CLC premise	Government schools are closed and NFE centers are not allowed to open. People are allowed to meet other people.	Hybrid of regular and distance-based
Level 3	Home-based learning through teleteaching	Government schools are closed and NFE centers are not allowed to open. People are not allowed to meet other people.	Distance-based

1.2 Development Objective

The objective is to develop and pilot a new model of non-formal education that combines literacy, labor market skills, and life skills development for the uneducated and illiterate children, youth, and young adults in selected districts of Punjab and Sindh Provinces in Pakistan

Table 2: Target Beneficiaries

Programmes	Beneficiaries		Total	Females
	Punjab	Sindh		
ALP-Primary	1,050	700	1,750	1,050
ALP-Elementary & Skills	1,050	700	1,750	1,050
Integrated Literacy & Skill	4,500	3,000	7,500	4,500
Total	6,600	4,400	11,000	6,600

Table 3: Target areas/ locations and Centers:

There will be five districts; 3 from Punjab and 2 from Sindh, while number of CLCs is given under:

Target Provinces	Number of CLCs	Number of Centers	Type of Centers
Punjab	30	90	ALP-P, ALP-E&S and ILS
Sindh	20	60	ALP-P, ALP-E&S and ILS
Total	50	150	

There will be 50 centers, to be termed as Community learning Centers (CLCs) in total; each CLC will offer all the said three programmes.

1.3 Summary of Potential Environmental Impacts

The environmental risks associated with the project are assessed as moderate. Under Component-1, the Project does not involve any civil works such as new construction or major upgradation. However, refurbishment works will be carried out in CLCs that may include: some minor repairs, including painting of walls, replacing of light bulb or repairing a broken plumbing fixture at toilets etc. for better functionality. These small minor refurbishments need to be completed before start of the activity in the CLCs to avoid any exposure of health and safety risk to the students. The ramps may need to be built at the CLCs where there is enrolment of any differently-abled person depending upon the need of the community. The pre-vocational and life skills modules under component-2 including agriculture, livestock and masonry and additional trades that depends upon the needs and preference of the community. These vocational training modules needs to include adequate environmental, health and safety practices to mitigate any environmental, health and safety risks associated with these skills. The project has included flexible learning pathways which will be adapted to avoid the health and safety risk associated with COVID19, however moderate level of health and safety risks associated with the transmission of infection at CLCs due to COVID-19 exists for the project. Other anticipated risks may include student abuse, accidents, health risks due to unhygienic conditions in CLCs and security risks. The project will also procure new IT equipment (smart phones, internet devices) in limited quantities. However, the risk of generation of e-waste is minimum.

1.4 Summary of Potential Social Impacts

The project has no land acquisition needs as the space required for establishing CLCs will be obtained on rent. There is a moderate social risk of potential exclusion of certain vulnerable groups (e.g. religious and ethnic minorities, differently-abled, communities in remote locations, extreme poor). Similarly, there is some risk of discrimination against students belonging to vulnerable groups (especially minorities) by both majority community students and teachers; and, bullying in multi-grade classrooms of younger students by older ones. There are also moderate risks that the facilities provided in CLCs are not completely adequate (e.g. security and protection against the threats of GBV and sexual abuse; COVID-19 related physical distancing and hygiene arrangements); and, capacity of teachers and principals - despite training efforts - to provide requisite quality instruction and moral support is not developed as planned and to the desired standard.

The project will be implemented in Punjab and Sindh. Punjab is Pakistan's most populous and prosperous province. While the province of Punjab has the lowest rate of poverty and the highest Human Development Index (HDI) in Pakistan, there is increasing inequality between the north/central and the southern regions of the province. Social and economic deprivation, as reflected in the health and education outcomes and household income, is highest in the southern Punjab districts. Agriculture and livestock are the main source of income. Sindh is the second largest province in terms of population with the 2nd largest economy due to Karachi. It has the 2nd highest HDI in Pakistan-primarily due to indicators for Karachi –the social and economic deprivation in terms of health and education outcomes and household income is quite high. In contrast with Karachi, rural Sindh mainly has an agriculture –based economy.

2. Summary of Previous Stakeholder Activities

S.N	Activity	Description	Outcome
1	In-Depth Interview (IDI) with the Community Representative of 1 BC District Bahawalpur 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Venue of Community Learning Centers will be identified and finalized with the consultations of local groups, and will be spacious - Community participation will be ensured
2	IDI with the Community Representative of Basti Khar Wala District Bahawalpur 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Locations will be identified and finalized with the consultations of all stakeholders concerned - Livestock and handicrafts modules will be developed

			and integrated with ALP-E&S and ALP Programmes
3	IDI with the Community Representative of Basti Billi Wala District Multan 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Mobile repairing module will be developed and implemented
4	IDI with the Community Representative of village Billu Sandila District Muzaffargarh 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Textbooks, notebooks and stationery will be provided by the project to the beneficiaries - Mango farming module will be developed and integrated with ALP-E&S and ILS Programmes
5	IDI with the Community Representative of village Kotla Gamoon District Muzaffargarh 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Mobile repairing skills will be imparted, and basics of computer skills may be integrated with ALP-E&S - Mango farming module will be developed and integrated with education and literacy programmes
6	IDI with the Community Representative of Basti Chah Duddion Wala District Multan 5th June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - CLCs will be established in close proximity to homes to impart ALP-P, ALP-E&S and ILS Programs
7	IDI with the Deputy Chief Executive Officer of Sudhaar 1st June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Handicrafts skills module will be developed and implemented

		feedback and concerns	<ul style="list-style-type: none"> - Participation of all groups will be ensured rationally in local committees regardless of their political, religious and ethnic identities
8	IDI with the Senior Project Officer of Alight Pakistan 1st June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Food and vegetable processing and handicrafts skills will be integrated with ILS and ALP-E&S programmes in selected districts of Punjab Province - General business, quality assurance, marketing and digital marketing skills module will be developed and integrated with ILS and ALP-E&S, as appropriate
9	Meeting with the Deputy Director of National Commission for Human Development (NCHD) 1st June 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Agriculture module will be developed and implemented by integrating with ILS and ALP-E&S programmes
10	IDI with the Executive Director of District Development Association Tharparkar (DDAT) 29th May 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Modules of Fisheries/fish farming, Papaya farming and electrician will be developed and implemented - Inclusion of religious minorities in all project activities will be ensured without any discrimination. The project will hold local consultations and surveys to identify such pockets and offer them skills-based literacy and ALPs.
11	Meeting with the Assistant Director of Directorate of Literacy and Non-Formal Education Sindh 29th May 2020	Share project concept, key activities and strategies, discuss	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies

	Telephonic	social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Fish farming and agriculture skills will be developed and implemented specifically in District Sajawal
12	Meeting with the Deputy Director of Punjab Vocational Training Council (PVTC) 29th May 2020 Telephonic	Share project concept, key activities and strategies, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Modules of plumbing, electrician and graphic/web-graphic designing will be developed and implemented/integrated with ILS and ALP-E&S
13	Meeting with the District Education Officer Literacy Bahawalpur 29th May 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Principals and teachers will be oriented and trained about sexual harassment or abuse and ensure safety of the target group especially children and girls/women - Mobile repairing and electrician skills modules will be developed and implemented by integrating with ILS and ALP-E&S Programmes
14	Meeting with the District Education Officer-Elementary Education (DEO-EE) of District Education Authority Bahawalpur 29th May 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - Handicrafts skill module will be developed and integrated with ILS and be offered in Bahawalpur
15	Meeting with the District Education Officer (DEO) of District Education Authority Muzaffargarh 29th May 2020 Telephonic	Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - At least 10 ILS Programs will be developed and implemented to strengthen income generation of youth and adults. ALP-E&S will also offer a good range of skills for children - Villages/communities will be identified carefully and with

			<p>mutual consultations relevant stakeholders such as DEA</p> <ul style="list-style-type: none"> - Curriculum, material and related tools (scheme of studies) will be shared with the DEA
16	<p>Meeting with the Chief Executive Officer of the District Education Authority Multan 29th May 2020 Telephonic</p>	<p>Share project concept, key activities and strategies, discuss social risks and concerns, and get feedback and concerns about the project</p>	<ul style="list-style-type: none"> - Agreed with the project design, activities and strategies - A Standard skill-based module on general business, quality assurance, marketing and digital marketing skills will be developed and integrated with ILS and ALP-E&S. - Skills based modules on mango farming, fruit and vegetable processing and handicrafts will be developed and integrated with education and literacy programmes - Communities/villages for CLCs will be identified and selected with the consultation of all stakeholders concerned, specifically the District Education Authority (DEA), District Education Officer (DEO) Literacy and others operating in target districts.
17	<p>Meeting with the Secretary and other officers of the School Education and Literacy Department (SELD), Government of Sindh. 8th May 2020 Karachi (Sindh)</p>	<p>Discussion on writing a letter to the EAD through P&D Sindh regarding showing interest in participating in the said project formally</p>	<ul style="list-style-type: none"> - Agreed to write a letter to the EAD through P&D Department.
18	<p>Meeting with the Secretary Literacy and Non-Formal Education Department (L&NFBED) Punjab 8th May 2020 Lahore</p>	<p>Discussion focused on to write a letter to the Economic Affairs Division (EAD) through</p>	<ul style="list-style-type: none"> - Agreed to write a letter to the EAD through P&D Department. Also consented on the contents of the letter that the L&NFBED is showing

		Planning and Development (P&D) Government of Punjab about the need of project and that the L&NFBED is willing to show interest in participating the project officially	interest in participating the project.
19	Meeting with the officials of Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab 23rd April 2020 Lahore	Meeting focused on the geographical coverage of the project in Punjab Province	- Agreed with the geographical coverage (target districts in southern Punjab) of the project in the Punjab province
20	Meeting with the Secretary Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab 21st April 2020 Lahore	Share project concept, key activities and strategies	- Secretary L&NFBED, Punjab agreed with the project design, activities and strategies
21	Meeting with the Secretary and officials of Sindh Education and Literacy Department (SELD) 23rd February 2020 Karachi (Sindh)	Project orientation (introduction to project and key activities)	- Agreed with the project activities and their designing, willing to provide administrative and technical support at the provincial level

3. Stakeholder Identification and Analysis

For the purpose of the SEP, the term “affected parties” includes “those likely to be affected by the project because of actual impacts or potential risks to their physical environment, health, security, cultural practices, wellbeing, or livelihoods. These stakeholders may include individuals or groups, including local communities” (World Bank, 2018b). The “**Affected Parties**” in the project context refer to all those stakeholders, who are recipients of the project benefits, or/and those who are likely to be adversely impacted by it. Stakeholder mapping of project beneficiaries through secondary review of the project documents have guided in identifying the stakeholders under this category.

The **Other Interested Parties (OIPs)** refer to individuals, groups, or organizations with an interest in the project, which may be because of the project location, its characteristics, or matters related to public interest. They may include regulators, government officials, the private sector, private academics, associations, educational organizations, and other civil society organizations. In context of the project, federal and provincial governments, autonomous bodies, academia, local and international non-government organizations working independently or have working relations with the Sanjh Preet Organization (SPO) on similar components within the selected provinces/districts, community based organizations representing minority groups, and PDMA and Provincial Health Departments, National Institute of Health Government of Pakistan (due to COVID-19) are being considered as OIPs. These

stakeholders are not going to be directly responsible for execution of any project component. However, based on their experience and knowledge they can either assist in informed decision making for different components of project or directly benefit from project activities for improved outcomes through collaboration. In some cases, due to lack of information about the project components, the OIPs can play a negative role in hindering the project progress.

Disadvantaged/vulnerable individuals or groups are potentially disproportionately affected and less able to benefit from opportunities offered by the project due to specific difficulties to access and/or understand information about the project and its environmental and social impacts and mitigation strategies. In this project **individuals or groups of individuals** who should be the direct beneficiaries of the project, but are at risk of being alienated/marginalized are vulnerable. Socio-cultural demand-side barriers combined with economic factors and supply-related issues together are likely to hamper enrolment and retention of certain marginalized groups, in particular girls, differently abled children and children of ethnic and religious minorities, in acquiring and continuing primary and elementary education as well as literacy and skill programs.

3.1 Affected Parties

Table 4: Level of Impact on Affected Parties

S.N	Affected Party	Level of Impact
1	Community Groups (include parents, youth, retired public servants, elected representatives, local influential, or others having interest in serving the people of their area)	+ High: Local community groups will be organized in the form of local/ village education committees and learn basics of local governance of CLCs. These groups will play a positive role in organizing the CLCs, identifying potential learners, enrolling them in CLCs and extending support to teachers/ principals in managing day to day operations of the CLCs so as the learners could learn and compete their respective learning programs and acquire programme/ course specific competencies. These groups will support in accomplishment of these programmes and make sure that the learners continue their education and training for continuing education & training. These groups continue to demonstrate increased community participation
2	Learners of ALP-Primary Programme [aged 8-10] (will learn and complete Packages A,B&C equivalent to grade 5)	+ High: Will positively benefit through getting registered with ALP-P and learn improved teaching pedagogies, interactive learning tools/ strategies, and complete grade five level competencies and become eligible to transit or mainstream to grade six in formal or non-formal education for further study and be a life-long learner.
3	Learners of ALP-Elementary & Skill Programme[aged 10-16] (will learn and complete Packages D&E equivalent to grade 8 and a specific skill programme)	+ High: Will positively benefit through getting registered with ALP-E&S and learn improved teaching pedagogies, interactive learning tools/ strategies and learn specific trade specific skills. These learners will complete ALP-E&S and become eligible to transit either to grade nine in formal education or register in any relevant trade specific skill programme of any authorized TEVT institute for continuing education and advanced skills training. These

		learners will have better prospects to become economically productive earlier if they chose to join skills training.
4	Learners of Integrated literacy and skills programmes [aged 10-35] (will learn basic literacy and trade specific skills)	+High: Will positively benefit by becoming part of the ILS programme to learn improved andragogy, interactive learning tools and skills material and practical to learn skills positively. These learners will complete the ILS programmes and master specific competencies to become competent enough to begin their entrepreneurship or any job or join any relevant skill programme for advanced skills training.
5	Principals, Teachers and Instructors of Community Learning Centers	+ High: Will learn and master specific knowledge and skills to manage CLCs and provide education, literacy and skill programmes to target group. They will demonstrate increased professional capacity and support learners to achieve improved learning outcomes, complete their programmes and mainstream/ transit to advanced learning programmes for continuing education and skills training. These principals and teachers will also earn remuneration and learn knowledge and skills to become better human resource and professionals to serve better in future for similar projects.

3.1.1 Description of Affected Parties

Stakeholder Group	Identified Party	Key Characteristics	Needs/Issues	Preferred Notification and Frequency	Specific Needs
Affected Parties	Community groups	Include parents, youth, retired public servants, elected representatives, local influential, or others having interest in serving the people of their area. They will support day to day operations of CLCs and be effective for the implementation of project activities at local level	Low community participation in development programs, project aims to use community groups for mobilizing communities for improved project results by involving them in planning and implementation through participatory approach and decision making on behalf of the community.	<p><u>Design Phase:</u> In total, 5 Focus Group Discussions (FGDs)/IDIs, 1 in each district with community groups, selected through convenient sampling method.</p> <p><u>Operation Phase:</u> Participation in managing community learning centers, monthly as well as emergency meetings</p>	Weak community participation and poor local governance of learning programmes are specific needs.
	Learners of ALP-Primary Programme [aged 8-10] (will learn and complete Packages A,B&C equivalent to grade 5)	In Pakistan, more than 5 million out-of-school children in primary school ages (5-9), and more than 11 million in ages 10-14 years (NEMIS 2016-17), belong mainly to lower socio-economic classes. Majority of the Out Of School Children (OOSC) have never been to schools or dropped out before completing primary education cycle.	OOSC of this age group either never been to schools or dropped out before completing primary education. Therefore, they have become overage and their learning needs are complex and are difficult to be managed through conventional primary education programmes. Their learning, psychological, emotional and cognitive needs are complex and require policy makers to come up with alternative and	<p><u>Design Phase:</u> 2 IDIs with NGOs representing children's rights (Lahore and Karachi). Local surveys to identify this age group so as the right age children are placed in ALP-P</p> <p><u>Operation Phase:</u> Participation of Children's Rights NGOs</p>	CLCs in close proximity to homes to impart ALP-P through Non-Formal Education setting; Community groups address specific needs for enrollment and regular

		OOSC of this age cohort have become overage and it is difficult for them to study in formal education. Therefore, their learning needs are quite different and complex and require age appropriate and accelerated learning programmes.	accelerated learning models so as they complete primary education in a fast track manner and join the mainstream education programme to continue learning to complete at least basic education. Such needs necessitate not only age specific accelerated learning programmes, but also a vibrant and interactive delivery model that has the ability to engage them positively.	in District Education Groups. Right age children are enrolled in ALP-P and teachers and community groups play their role in ensuring regular attendance and effective learning in CLCs.	attendance of this age group Availability of basic infrastructure, learning tools and materials.
Learners of ALP-Elementary & Skill Programme [aged 10-16] (will learn and complete Packages D&E equivalent to grade 8 and a specific skill programme)	In Pakistan, more than 11 million children in ages (10-14), and 6.2 million in age 15-16 years are out of school. (NEMIS 2016-17), belong mainly to lower socio-economic classes. This age group of OOC, especially girls and children belonging to ethnic minorities and those with minor or moderate disabilities, cannot study beyond primary level owing to unavailability of elementary/ middle schools. Such characteristics of this age group necessitate alternative and	Number of elementary schools are less in numbers as compared to primary schools; 150,129 and middle; 49,090. The total boys' enrolment at middle stage is 3.664 million whereas, the girls' enrollment is 2.862 million (NEMIS 2016-17). Enrollment of children especially girls drastically drops at the elementary level. Outreach programs/mechanisms to encourage parents to enroll children, especially girls. <ul style="list-style-type: none"> OOSC of this age cohort have fewer options to study elementary education owing to lesser schools, especially girls. 	<u>Design Phase:</u> 2 IDIs with NGOs representing children's rights (Karachi and Lahore) Local surveys to identify this age group so as the right age children including girls and those belonging to vulnerable groups and disabled groups are placed in ALP-E&S and receive appropriate instructions/ learning <u>Operation Phase:</u> Participation of Children's Rights NGOs in District Education Groups	CLCs in close proximity to homes to impart ALP-E&S through Non-Formal Education setting; Availability of basic infrastructure, learning tools and materials Career counseling services that show them a clear career path upon completion	

		accelerated learning programme.	<ul style="list-style-type: none"> • OOSC of this age cohort, being older, have psychological fears to reenter schools • OOSC of this age are generally expected to lend a hand with their parents becoming economically active, hence are vulnerable to remain excluded of education system • Their learning needs are complex and difficult and require interactive and enabling teaching strategies • OOSC of this age need skills training so as they could join advanced training or could begin local entrepreneurship as appropriate 	Right age children are enrolled in ALP-E&S and teachers and community groups play their role in ensuring regular attendance and effective learning in CLCs. Teachers will be trained to manage diversity and address the learning needs of vulnerable groups and those with minor or moderate disabilities so as these groups are able to learn adequately and have mastery of required competence.	
Learners of Integrated literacy and skills programmes [aged 10-35] (will learn basic literacy and trade specific skills)	The literacy rate for 10 years and older population is only 58 percent in 2015/16 and youth literacy rates (age 15-24 years) is 71 percent. The literacy rate of rural women is particularly low at 36 percent and 54 percent for age 10 years plus and age 15-24 years respectively. By province,	Non-Formal Education centers for literacy are very few as per the ratio of illiterate population. In Pakistan, there are 3,798 technical and vocational institutions, of which 1,139 (30%) are in public sector, whereas 2,659 (70%) are in private sector (NEMIS 2016-17). Almost all technical and vocational institutions are in urban or semi urban areas, no provision of integrated literacy	<p><u>Design Phase:</u></p> <p>2 IDIs with NGOs representing children and youth rights (Karachi, and Lahore or Multan)</p> <p>Village based surveys to identify right age youth and adults</p> <p>Design and integrate skills with literacy that are demanded locally and by the market</p>	CLCs in close proximity to homes to impart Integrated literacy and skills. Availability of basic infrastructure, learning tools and material	

		<p>the overall literacy rates of Punjab and Sindh are 62% and 55%.</p> <p>Summary of characteristics of this age group includes:</p> <ul style="list-style-type: none"> • Unable to read, write and perform basic arithmetic functions • Majority are girls/women • Cannot have adequate options to join skill programmes • Their families expect them to become economically active • They take less interest in literacy and numeracy programmes 	<p>and skills. Rural and vulnerable population can't afford to reach the already established vocational and technical institutions as most of these skill programmes are for those who already have middle/matric level education. Illiterate youth and adults are generally not eligible for such skill programmes. Therefore, they need a programme that offers a blend of literacy and skills.</p> <p>In addition, skill programmes require a blend of theory and practical and equipment, which is a big issue. However, identification of skills and their integration with literacy has to be done carefully so as the said age cohort is able to grasp the contents and learn skills appropriately.</p>	<p><u>Operation Phase:</u> Participation of Children and youth Rights NGOs in District Education Groups Enrollment in ILS Community groups extend active support in enrollment and other operational affairs Market driven skills are offered with literacy programmes Career counseling services are offered</p>	<p>Career counseling services for better career path</p>
	Principals, Teachers and Instructors of Community Learning Centers	<p>Recruitment from the respective local communities, less job opportunities in rural areas and qualifications / experiences demanded for such roles are generally not available in rural areas.</p>	<p>As the recruitment will be fresh and from the local communities, with some compromises on educational qualifications, training needs of this party is among the areas that would need specific attention.</p>	<p><u>Design Phase:</u> Consulting teachers' management / recruitment system of the target provinces that provide guidelines for recruitment and trainings 2 FGDs; (1 in each target Province) aiming</p>	<p>Induction training, refresher courses, Training aid materials; TA/DA for participation in training and refreshers</p>

		<p>Local candidature is a mandatory requirement for persistence. Nevertheless, educational qualifications are required experiences are compromised somehow, which is bridged through comprehensive and regular training programmes.</p>	<p>In addition, job retention is also an issue that has been observed in NFE sub-sector. Monitoring and ongoing support is also one of the key issues in rural areas especially those where access is hard and frequent travel is somehow difficult. However, such needs and issues will be managed through a reasonable remuneration package, well designed training programmes followed up by a regular continuing professional development (CPD) to build the capacity in of this party on management, teaching pedagogies/ andragogy and multi-grade teaching as well as classroom management and other similar areas.</p>	<p>at defining / tailoring recruitment criteria</p> <p><u>Operation Phase:</u> Induction training and refresher courses in each district, and continuous professional development (CPD) trainings/ sessions</p>	
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3.2 Other Interested Parties (OIPs)

Engagement with the listed stakeholders is to be done through formal meetings and IDIs with senior management of the organization or those directly or indirectly engaged in implementation of relevant activities. These include relevant government departments and development agencies and NGOs as given below. The Design Phase of SEP includes consultation with these stakeholders whereas the same stakeholders will continue to be engaged during operational phase in the quarterly, bi-annual, annual reviews/meetings and consultative workshops as well as in other events as required by the project.

Table 5: Level of Impact on OIPs

S.N	Other Interested Parties	Level of Impact
1	National Non-formal Education Management Information System (NEMIS) of Academy for Educational Planning & Management (AEPAM), Ministry of Federal Education and Professional Training (MoFEPT), Government of Pakistan	+ High: Inclusion of enrolled children and teachers' in data base (NEMIS) by integrating Non-Formal Education Management Information System (NFEMIS) with NEMIS. Data of CLCs (NFE/ALP enters) will also be integrated in provincial and national education data banks through integrating NFEMIS, which will record, analyze and report data of CLCs. Inclusion of project managed CLCs data (learners and teachers) will impact positively by widening the coverage and enhancing institutions' enrollment and teachers' indicators.
2	National Commission for Human Development (NCHD)	+ High: Improved coordination for the implementation of project activities. Coordination with NCHD will have positive impact for both project and NCHD at national, provincial and district levels. NCHD's field presence will support in identifying right locations and in some cases monitoring of the field activities as well.
3	Allama Iqbal Open University (AIOU)	+ High: Already developed curricula of non-formal elementary by the AIOU will be implemented, and accreditation/certification of non-formal elementary learners by the AIOU will have positive impact on continuing education of learners.
4	National Institute of Health, Government of Pakistan	+ Moderate: Technical assistance to implement the preventive measures regarding COVID-19 pandemic. NIH's guidelines and suggested SOPs will be referred and used in implementing the project as per COVID-19 protocols.
5	Federal and Provincial TVET actors (regulator, programmer, implementer, assessor)	+High: Coordination with national and provincial TEVT actors regarding integrating and imparting skills, equivalency, assessment and certification will impact positively. Integration of competence based skills with literacy programmes followed by certification of learners by the same and relevant TEVT actors (relevant trade testing boards) will provide opportunities to learners to become legally certified skill workers and be eligible for advanced training courses in the same vocation/ skill programme.
6	Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab	+ High: Technical expertise in policy, planning and implementation of Non-formal education and approving authority of curricula directly or indirectly. This department will be engaged extensively in implementation as the department's

		provincial and district offices and relevant staff members will guide/ support field activities. The department may adopt the said ALP and ILS programmes for expansion in future after the project is phased out.
7	District Education Authorities-Punjab	+ Moderate: Strengthened coordination for the mainstreaming of ALP-P and ALP-E learners in formal schools as well as assessment of ALP-P, E&S and ILS learners, which will lead to certification. It is apprised that assessment of ALP-P in particular will be administered by the district literacy officers and that district education authority may also designate officers in conducting assessments leading to mainstreaming and transition to next levels.
8	Directorate of Literacy & Non-Formal Education, Sindh Education and Literacy Department (SELD)	+ High: Technical expertise in policy, planning and implementation of formal and non-formal education. This department, through its directorate of Literacy & Non-Formal education will be engaged extensively in implementation as the department's provincial and district offices and relevant staff members will guide/ support field activities. The department may adopt the said ALP and ILS programmes for expansion in future after the project is phased out. It is apprised that the ALP-P and three ILS programmes have already been adopted/ approved by the said department.
9	District Education and Literacy Department	Moderate: Strengthened coordination for the mainstreaming of ALP-P and ALP-E learners in formal schools as well as assessment of ALP-P, E&S and ILS learners, which will lead to certification. It is apprised that assessment of ALP-P in particular will be administered by the district literacy officers and that district level school education & literacy department may also designate officers in conducting assessments leading to mainstreaming and transition to next levels.
10	Sindh Teacher Education Development Authority (STEDA), SELD	+ Moderate: coordination with STEDA on review and improvement of training materials.
11	Directorate of Curriculum, Assessment and Research (DCAR), SELD.	+ High: Material review and approval as well as technical and operational support in conducting assessment and certification of learners enrolled in ALP/ ILS programmes.
12	Provincial Disaster Management Authorities (PDMAs) Punjab and Sindh	+ Moderate: Technical assistance to implement the preventive measures regarding COVID-19 pandemic
13	Non-government Organizations	+ Moderate: Experience sharing, lessons learnt and identification of vulnerable groups

3.2.1: Description of Other Interested Parties

Stakeholder Group	Identified Party	Key Characteristics	Needs/Issues	Preferred Notification and Frequency	Specific Needs
Other Interested Parties	National Non-Formal Education Management Information System (NEMIS) AEPAM, Ministry of Education and Professional Training Government of Pakistan	Federal department, responsible for overall data compilation of enrolled children in non-formal education settings. It generates/ publishes annual statistical reports that includes data of NFE/ ALPs as well. The NEMIS uses data of NFEMIS to report NFE/ ALP centers' data.	The NEMIS has already been collecting and updating data regarding education, and also publishing reports as a resource material for planning and implementation of education activities. However, data of NFE/ ALP centers was facing limited coverage. However, with introduction and launch of NFEMIS data coverage are being solved gradually.	<p><u>Design Phase:</u> Formal meeting to include data of CLCs in national/ provincial data base</p> <p><u>Operation Phase:</u> Data entry in the National Non-Formal Education Information System on periodic basis</p>	Regular coordination and data supply by the NFEMIS and inclusion of same data in national data base
	National Commission for Human Development (NCHD)	An autonomous body at the federal level, responsible for NFE/ literacy in Pakistan. NCHD operates non-formal education centers, feeder schools and literacy/ skill centers all over the Pakistan.	NCHD is running multiple in non-formal education and literacy programmes. Experience of NCHD in non-formal education is commendable, best practices and coordination to avoid duplication would be helpful for the project activities. NCHD has struggled in past owing to scarcity of funds and have focus in imparting skills with literacy programmes. Coordination with NCHD	<p><u>Design Phase:</u> 1 Formal meeting</p> <p><u>Operation Phase:</u> regular Coordination with national, provincial and district offices in operationalizing field activities</p>	field level consultations with NCHD's field staff and coordination with national/ provincial offices

			will help in avoiding duplications and also expanding ALPs and ILS in future as the NCHD may adopt these programmes.		
Allama Iqbal Open University (AIOU)	Academia and that AIOU has already designed/ developed ALP-E jointly with JICA. AIOU has massive presence all across the country.	Has expertise in non-formal education and approved accreditation system, its already developed curricula of Non-formal elementary education that would be implemented, and accreditation of learners will also be executed through the AIOU. Regarding issues and needs, market driven skill programmes need to be identified and discussed with AIOU for integration, which will take place during design and operational phases.	<p><u>Design Phase:</u> 2 Formal meetings to identify market appropriate skill programmes with ALP-E</p> <p><u>Operation Phase:</u> Coordination to discuss delivery modes, assessment and certification modes as well as imparting skill programmes with ALP-E.</p>	Identification of market driven skill programmes and their integration with elementary ALP.	
Technical Education and Vocational Authorities (TEVTAs)	Autonomous bodies at the national and provincial levels, offering and imparting skill courses and their certification through respective trade testing boards. The said TEVT actors are acting as regulators for competence based standards and curricula, implementation of the said	National as well as the provincial bodies have role to set-up the minimum standards, have expertise in designing curricula, and integrating, imparting skills, equivalency, assessment and certification. However, needs and issues depict that prevailing skill programmes inadequately address the	<p><u>Design Phase:</u> 2 Formal meetings to identify and finalize skill programmes that will be integrated with literacy programmes in Sindh and Punjab.</p>	identification of skills to be integrated with ILS and ALP-E&S Discussion on design and conduct assessment of the skill programmes when and where needed.	

		standards and curricula and assessment/ certification.	needs of illiterate population as they cannot read and write. Therefore, the TEVT actors issues primarily include the exclusion of illiterate population group that constitutes a large chunk. Identification and dovetailing prevailing skill programmes so as they are offered to illiterate population by integrating with literacy programmes will be done with these actors.	<u>Operation Phase:</u> frequent meetings with Provincial TEVT especially trade testing boards to plan and administer assessments and certification for ILS and ALP-E&S learners.	
Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab	Provincial department, responsible for policy, planning and implementation of non-formal education programmes in Punjab.	It's a competent provincial department, need to work with it closely for the identification of target areas, consultation for the development of resource material and its approval, and supervise and monitor project activities	<u>Design Phase:</u> Formal meetings as per need <u>Operation Phase:</u> frequent meetings and coordination with provincial and district offices for field activities	Identify target locations in target districts, and identification of skills to be integrated with elementary and literacy programmes.	
District Education Authorities-Punjab	Responsible for educational activities at the District level	Need of the project to conduct assessment and certification for mainstreaming and transition of ALP-P and ALP-E learners from non-formal to formal education.	<u>Design Phase:</u> 3 Formal meetings (1 in each target district of Punjab province) <u>Operation Phase:</u> Frequent meetings/ coordination as per	district authorities of targeted districts need to be engaged through the DLOs for specific tasks such as assessment	

				need during implementation for assessment in particular	
Literacy & NFE directorate, Sindh Education and Literacy Department (SELD)	Provincial department, responsible for policy, planning and implementation of formal non-formal education. The directorate of Literacy & NFE is responsible for Literacy and NFE affairs in the province. The directorate has already developed curriculum for ALP-P, 3 ILS and adult literacy curriculum.	It's a competent provincial department, need to work with it closely for the identification of target areas, consultation for the development of resource material, and supervise and monitor project activities as well as assessment leading to certification.		<p><u>Design Phase:</u> Formal meetings to share project details and identify target areas</p> <p><u>Operation Phase:</u> Regular meetings with directorate in implementing field activities effectively.</p>	The said project will be implemented in close coordination with the directorate. Therefore, planning and implementation as well as monitoring and data management will be jointly carried out with the directorate in Sindh.
Sindh Teacher Education Development Authority (STEDA)	Responsible for education standards and quality of training programmes in Sindh. These are functional inputs that STEDA provides to the SELD and NGOs. In addition, regulatory functions about the teachers also come under STEDA's purview.	Quality of trainings including the modules/ contents for trainings and quality delivery is a major issue and basic need in NFE in Pakistan. In Sindh, STEDA ensures that quality of training of teachers is intact through standards and quality inputs.		<p><u>Design Phase:</u> not required</p> <p><u>Operation Phase:</u> As needed especially before implementing the training programmes</p>	Coordination with STEDA to discuss and improve quality of training modules of all the said programmes.
Directorate of Curriculum, Assessment and Research (DCAR)	Development, review and approval of the curricula and assessment that leads to certification. Technical work pertaining to assessments is generally led by the DCAR.	Need technical assistance to review material and its approval in case it was realized by the directorate of literacy and the project jointly. However, DCAR is needed to play a role in		<p><u>Design Phase:</u> 1 Formal meeting</p> <p><u>Operation Phase:</u> Before assessments to design assessment</p>	DCAR designates persons for assessment activities of the said project and casually monitors the assessment that leads to certification.

			assessments, especially technical work i.e. test items, questions papers, marking, assessment data analysis.	framework and operational guidelines and related inputs	
Provincial Disaster Management Authorities (PDMAs) Punjab and Sindh	Authorities at the provincial levels to deal with the disasters and emergency response	Need technical assistance to implement the preventive measures regarding COVID-19 pandemic	<i>Design Phase:</i> 2 Formal meetings <i>Operation Phase:</i> As needed especially in ensuring operational guidelines are conformed in CLCs	PDMAs published guidelines/ protocols (SOPs) are followed in CLCs	
Non-governmental Organization	Not for profit organizations, providing quality education (in both areas formal and non-formal) to the underprivileged	Project needs to coordinate effectively with non-government organizations in the area of social mobilization, expertise on non-formal education, and identification of vulnerable groups	<i>Design Phase:</i> 2 IDIs with the senior management of two NGOs (Karachi and Lahore) <i>Operation Phase:</i> As needed	NGOs to be engaged during consultations, reviews and advocacy events.	

3.3 Disadvantaged / Vulnerable Individuals or Groups

Disadvantaged in this context refers to individuals or groups of individuals who should be the direct beneficiaries of the project, but are at risk of being alienated. Socio-cultural demand-side barriers combined with economic factors and supply-related issues together are likely to hamper enrolment and retention of certain marginalized groups, in particular girls and differently abled children in acquiring and continuing APL-Primary, ALP-E&S and ILS. Similarly religious minorities and female teachers as well as older teachers and teachers with disabilities are at risk of being sidelined.

Table 6: Level of Impact on Disadvantaged/Vulnerable Groups

S.N	Disadvantaged Groups	Level of Impact
1	Out of School Children (OOSC)	+ High: Many likely to be given 2 nd chance of education without considering their poor socio-economic status, and education facility will be provided within their vicinity. OOSC here means children who have become overage and cannot study on formal schools owing to their overage status. This will particularly include girls especially those who remained excluded from educational opportunities and could not continue their education before primary or after completing primary education.
2	Differently Abled Children	-High: Specific, complex and diverse learning needs of OOSC who remain OOSC owing to their special learning needs or differently abled status, which includes children with minor/ low or moderate impairments especially in visual, hearing and physical sides. However, children with minor cognitive challenges may also be included in the target group. This group general remains excluded of the education system. However, the project will make special arrangements to enroll this group.
3	Religious and Ethnic Minorities	+ - High: Religious and ethnic minorities likely to be given equal weightage, but may be discriminated in classes.
4	Older teachers and those with disabilities	+ - High: Older teachers and those with disabilities likely to be given equal weightage, but may be discriminated due to their disability or old age status.

3.2.1 Issues to be Addressed for Effective and Inclusive Engagement with Affected Parties

- a) The world's second-highest numbers of out-of-school children (OOSC) are in Pakistan. It is estimated that 22.8 million children aged 5-16 are not attending school, representing 44 per cent of the total population in this age group¹.
- b) Interventions on including differently abled persons in mainstream systems are limited in urban areas and non-existent in rural ones. Even identification of differently abled children has remained a key issue. Teachers, being unable to notice/ identify challenges of this target group, can hardly provide any solution to accelerate learning for this group.

¹<https://www.unicef.org/pakistan/education>

- c) On-campus physical and sexual harassment against younger (boys and girls) is assumed to be rampant, however, grossly unreported. Civil society considers it to be one of the main reasons for early drop-outs. This can also happen for differently abled children and children belonging to ethnic and religious minorities.
- d) No means of counseling or therapy exists for victims of abuse or trauma. Children experiencing bullying and abuse are likely to drop out. Teachers training needs to incorporate sessions on to manage learners experiencing different levels of harassment and abuse; sessions for learners on good and bad 'touching', and intervention strategies also need to be conducted with learners and their parents through VECs, or any other means.
- e) While incidents of GBV in educational institutions are often reported on media and there is an acknowledgement of their widespread occurrence, nonetheless quantitative data and evidence does not exist to support the claims. This is more due to socio-cultural taboo associated with anything related to sex, even if it is abuse, reporting it is considered shameful. Systemic analysis of abuses by stakeholders in positions of power is required to make grievance systems more effective.

3.3.1 Description of Disadvantaged / Vulnerable Individuals or Groups

Stakeholder Group	Identified Party	Key Characteristics	Needs/Issues	Preferred Notification and Frequency	Specific Needs
Disadvantaged/ Vulnerable Individuals or Groups	Out of School Children	<p>The world's second-highest numbers of out-of-school children (OOSC) are in Pakistan. It is estimated that 22.8 million children aged 5-16 are not attending school, representing 44 per cent of the total population in this age group (https://www.unicef.org/pakistan/education)</p> <p>OOSC who cannot study in formal schools owing to their overage status generally include girls especially those who remained excluded from educational opportunities and could not continue their education before primary or after completing primary education.</p>	<p>Targeted interventions, can benefit the OOSC by providing 2nd chance of education, also lower the risk of drop outs especially girls by strong mobilizational local levels. Primary issues about OOSC are that their issues and needs should be identified and documented and that the decision makers, trainer and teachers must respond accordingly to eliminate the said issues. It is apprised that learners' profiles and routine monitoring and related tools should include disaggregated variables that help in identifying needs and issues of the OOSC so as the same could be responded accordingly in CLCs.</p>	<p><u>Design Phase:</u> 2 IDIs with NGOs working with OOSC (Karachi and Lahore or Multan) Including variables/ fields in tools to identify issues and needs of the OOSC</p> <p><u>Operation Phase:</u> <u>Administration of tools to identify and address issues and need of OOSC on regular basis.</u> Equipping CLCs, and train teachers to address major issues of the OOSC in CLCs</p>	<p>Equipping CLCs in a way that OOSC remain safe and protected from all kinds of abuse and exploitation and focusing training of teachers and routine monitoring and reporting to ensure safety of the OOSC in CLCs</p>
	Differently Abled Children and their parents	<p>Differently abled persons make up 13.4 percent of the population. However, this ratio is reported differently in different studies. This ratio includes children with minor and moderate learning</p>	<p>No provisions exist to include differently abled children in mainstream schools; appropriate learning materials not available; sensitization on how to behave around differently abled persons</p>	<p><u>Design Phase:</u> 2 IDIs with NGOs working with differently abled children (Karachi and Lahore or Multan)</p>	<p>Sensitization materials incorporated in teaching aids to promote diversity and inclusion</p>

		challenges that may be addressed in normal schools/ centers/ CLCs other than special schools where children with profound learning challenges are given admissions. In project run CLCs, children with minor/ lower moderate learning challenges will be managed.	required. Such issues result in frequent drop out and that the said percentage of differently abled children generally remain excluded from education. Project run CLCs will make special arrangements to manage such children and make sure that they regularly learn and complete basic education.	Including variables in monitoring tools to identify and address issues of this group of children <u>Operation Phase:</u> Periodic administration of monitoring tools with such variables/ fields so as data of such learners are collected and actions are taken consistently by managers, principals, teachers and community members.	Data collected regularly through monitoring tools and required actions taken as well by the field staff, teachers and community to protect this group of children.
	Religious and Ethnic Minorities	Non-Muslim constitutes 3.72 percent of the total population of Pakistan (1998 census) whereas ethnic minorities constitute a large number.	children of low castes/religious minorities are discriminated; in some cases, educational institutions deny admission to underprivileged children due to bias of the teachers themselves, majority community pressures, etc.; project needs to pay heed to these discriminations, and find practical and relevant solutions	<u>Design Phase:</u> 2 IDIs with NGOs working on religious and ethnic minorities (Karachi and Lahore or Multan) Including variables in monitoring tools to identify and address issues of children of religious and ethnic minorities <u>Operation Phase:</u> Inclusion and participation of	Sensitization materials incorporated in teaching aids to promote diversity and inclusion Data collected regularly through monitoring tools and required actions taken as well by the field staff, teachers and community

				<p>religious and ethnic minorities in project activities</p> <p>Periodic administration of monitoring tools with such variables/ fields so as data of such learners are collected and actions are taken consistently by managers, principals, teachers and community members.</p>	<p>to protect this group of children.</p>
	<p>Older teachers and those with disabilities</p>	<p>Old age persons and persons with disabilities generally have less access for employment in Non-Formal education owing to their physical conditions.</p>	<p>Such groups have additional needs such as special transportation/ mobility support to approach training venues and cluster based meetings as well as approach the CLCs for teaching. They may also need additional coaching and regular mentoring / follow up support in CLCs so as they could adapt their teaching and learning practices as per emerging needs such as teleteaching, using devices and internet.</p>	<p><u>Design stage:</u> <u>1 IDI with organization/ NGO working on disabled persons</u></p> <p><u>Operations phase:</u> <u>Participation of older teachers and teachers with disabilities and related arrangements for adequate productivity and performance</u></p>	<p>Mobility and special coaching/ mentoring for quality teaching and regular follow up support.</p>

4 Stakeholder Engagement

Stakeholder engagement activities need to continue throughout the project life, and need to keep specific stakeholder groups updated on relevant information imperative for transparency and disclosure, successful implementation of project activities, provision of means to exchange and propose better ideas on ongoing activities, flag concerns, and stay updated on outcomes.

4.1 Proposed Stakeholder Engagement Plan

Stakeholder engagement is divided into the following two phases:

Phase I - Project Design: This formulation as presented in Table 7 is based on formal meetings, IDIs, FGDs, formal meetings and consultations with high influence stakeholders as well as development of tools to identify stakeholders and their issues and needs:

Formal meetings specifically with the L&NFBED Punjab and SELD, telephonic meetings with the officials of District Education Authorities, Punjab Vocational Training Council, Directorate of Literacy and Non-Formal Education Sindh and NCHD, and IDIs with the representatives of NGOs and Communities have been conducted. Consultations with more stakeholders are scheduled and are expected to be completed by the end of June, 2020. These consultations may be delayed due to the recently announced Covid-19 lockdowns; however, they will be completed as soon as possible and the SEP will be updated and redisclosed.

FDGs with the local community groups and Principals, teachers and instructors will be held once the project locations and CLCs staff (Principals, Instructors and Teachers) are finalized. In addition, tools/ templates under NFEMIS (learners' profiles, monitoring tools, baseline/ end-line tools and other related tools will be equipped with specific variables that will help not only in identifying the specific group of stakeholders but also address their issues and needs accordingly by engaging project field staff, principals, teachers and community members. These tools will particularly help in identifying OOSC, differently abled children, religious & ethnic minorities etc.

Phase II - Project Operation: The draft SEP for this phase has been developed by the Sanjh Preet Organization based on literature review and meetings conducted with Government departments such as L&NFBED Punjab and SELD Sindh. It will continue to be updated till all planned consultations in Phase I are completed. One consultative workshop is planned by the end of July in which the draft SEP for Project Operation Phase will be validated and endorsed in the presence of stakeholders. Their feedback and suggestions will be incorporated in the final document. The updated SEP will be shared with the Bank for review and clearance and then redisclosed.

As SEP is a living document Sanjh Preet Organization might update or make changes to it throughout the project life cycle and then redisclose after clearance from the Bank. In addition, profiling tools and monitoring tools will continue to be administered periodically during the project implementation of just for stakeholders engagement but for their safety and security as well.

Table 7: Project Design Phase

PHASE I: PROJECT DESIGN					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods Being Used	Location and Frequency	Roles and Responsibilities
Affected Parties	Community Groups	Roles and responsibilities of Village Education Committees, capacity development; Gender issues and inclusion of vulnerable groups in project activities	FGDs	In total, 5 FGDs, 1 in each target district of Punjab and Sindh Provinces	Sanjh Preet Organization
	Learners of ALP-Primary Programme [aged 8-10]	Enrollment and learning in CLCs in respective programmes to acquire programme specific competencies	IDIs with NGOs and local/ area based surveys	2 IDIs and household surveys in target areas	Sanjh Preet Organization
	Learners of ALP-Elementary & Skill Programme [aged 10-16]	Enrollment and learning in CLCs in respective programmes to acquire programme specific competencies	IDIs with NGOs and local/ area based surveys	2 IDIs and household surveys in target areas	Sanjh Preet Organization
	Learners of Integrated literacy and skills programmes [aged 10-35]	Enrollment and learning in CLCs in respective programmes to acquire programme specific competencies	IDIs with NGOs and local/ area based surveys	2 IDIs and household surveys in target areas	Sanjh Preet Organization

PHASE I: PROJECT DESIGN					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods Being Used	Location and Frequency	Roles and Responsibilities
	Principals, Teachers and Instructors of CLCs	Defining roles, responsibilities and outreach, level of interaction with project staff, capacity building trainings and grievance mechanism	FGDs	5 FGDs, 1 in each target district of Punjab and Sindh provinces	Sanjh Preet Organization
Other Interested Parties	National Non-Formal Education Management Information (NEMIS)System, AEPAM Ministry of Education and Professional Training Government of Pakistan	Understanding Terms of Reference; Level and frequency of engagement, Means of communication, Reporting	Formal meetings	2 Formal meetings	Sanjh Preet Organization
	National Commission for Human Development (NCHD)	Understanding Terms of Reference; Coordination Level and frequency of engagement, Means of communication	Formal meetings	1 Formal meeting	Sanjh Preet Organization
	Allama Iqbal Open University (AIOU)	Scope of responsibilities; level and frequency of engagement	Formal meetings	2 Formal meetings	Sanjh Preet Organization
	Technical Education and Vocational Authorities (TEVTAs)	Scope of responsibilities; level and frequency of engagement	Meetings	2 Formal meetings (Karachi and Lahore)	Sanjh Preet Organization

PHASE I: PROJECT DESIGN					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods Being Used	Location and Frequency	Roles and Responsibilities
	Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab	Project planning, implementation, monitoring and evaluation; learning material, Scope of responsibilities; level and frequency of engagement	Meetings	As per need; Lahore	Sanjh Preet Organization
	District Education Authorities- Punjab	Capacity development to implement the project; coordination for information sharing; data formats	Meetings, informal consultation sessions	3 Formal meetings (1 in each target district of Punjab province)	Sanjh Preet Organization
	Directorate of Literacy & NFE, Sindh Education and Literacy Department (SELD)	Project planning, implementation, monitoring and evaluation; learning material, Scope of responsibilities; level and frequency of engagement	Meetings	As per need; Karachi	Sanjh Preet Organization
	Sindh Teacher Education Development Authority (STEDA)	Review and approval of training materials	Meetings	As and when needed (after finalizing training modules)	Sanjh Preet Organization
	Directorate of Curriculum, Assessment and Research (DCAR)	Scope of responsibilities; level and frequency of engagement especially for assessment	Formal meeting	1 Formal meeting; Karachi	Sanjh Preet Organization
	Provincial Disaster Management	COVID-19 responsiveness plan	Formal meeting	2 Formal meetings	Sanjh Preet Organization

PHASE I: PROJECT DESIGN					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods Being Used	Location and Frequency	Roles and Responsibilities
	Authorities (PDMAs) Punjab and Sindh			(Karachi and Lahore)	
	NGOs	Scope of engagement	IDIs	2 IDIs with the senior management of 2 NGOs (one in Lahore and one in Karachi)	Sanjh Preet Organization
Disadvantaged /Vulnerable Individuals or Groups	School Children and their parents	Data and figures; successful interventions to enroll OOSC; retention	IDIs and tools for profiling and monitoring	5 IDIs; Lahore and Karachi	Sanjh Preet Organization
	Differently Abled Children and their Parents	Data and figures on enrolment in mainstream schools; barriers to entry; successful interventions; grievance system	IDIs and tools for profiling and monitoring	2 IDIs; Lahore and Karachi	Sanjh Preet Organization
	minority and ethnic groups in Punjab and Sindh	Data and figures on school level employment and enrolment; means of discrimination; grievance system	IDIs and tools for profiling and monitoring	2 IDIs; Lahore and Karachi	Sanjh Preet Organization
	NGOs working on children's, women's rights and persons with disabilities, religious and ethnic minorities in Punjab and Sindh	Data and figures on school level; informal and formal grievance systems' successes and failures;	IDIs	3 IDIs; Lahore and Karachi	Sanjh Preet Organization

Table 8: Project Operation Stage

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
Affected Parties	Community Groups	Involvement in the management of the CLC through volunteer support. Establish VECs and make functional to be a part in identifying out of school children and illiterate youth, potential trainees and their enrollment in CLs and facilitate the project staff and teachers for their retention, conduct monthly and emergency meetings to make decisions for better delivery of project components	Social Mobilization	Monthly meeting of VEC at local level	Field Coordinators, teachers and members VECs Village will be responsible to conduct monthly as well emergency meetings
Affected Parties	Learners of ALP-Primary Programme [aged 8-10]	Enroll out of school children, and impart accelerated learning of primary grades; attendance	Social Mobilization (enrollment drives, home visits), teaching, learning, assessments and monitoring of	Regular social mobilization at local level, provision of learning material after completion of each grade, assessment after	Field Coordinators and VCEs will be responsible for Social Mobilization. Subject specialists will take assessment of each grade to evaluate learning

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
			attendance through Unique Learner ID	completion of each grade. In total, 5 assessments of ALP-P throughout the project cycle	outcomes, and Sanjh Preet Organization share consolidated results with the WB and other stakeholders concerned in bi-annually meetings/progress sharing
	Learners of ALP-Elementary & Skill Programme [aged 10-16]	Enroll out of school children, and impart accelerated learning of elementary grades; attendance	Social Mobilization (enrollment drives, home visits), teaching learning, assessments and monitoring of attendance through Unique Learner ID	Regular social mobilization at local level, provision of learning material after completion of each semester, assessment after completion of each semester. In total, 7 assessments throughout the project cycle	Field Coordinators and members of VCEs will be responsible for Social Mobilization. Local invigilators of AIOU will take assessment of each semester to evaluate learning outcomes, accreditation of learners by AIOU after completing all semesters and Sanjh Preet Organization share consolidated results with the WB and other stakeholders concerned in bi-annually meetings/Progress sharing
	Learners of Integrated literacy and skills programmes [aged 10-35]	Enroll illiterate youth, and impart integrated literacy and skills; attendance	Social Mobilization (enrollment drives, home visits), teaching learning,	Regular social mobilization at local level, provision of learning material after completion of	Field Coordinators and VCEs will be responsible for Social Mobilization. Literacy specialists will take

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
			assessments and monitoring of attendance through Unique Learner ID	each semester, assessment after completion of each semester.	assessment of each grade to evaluate learning outcomes, and Sanjh Preet Organization share consolidated results with the WB and other stakeholders concerned in bi-annually meetings/Progress sharing
	Principals, teachers and instructors of Community Learning Centers	Willingness to learn and apply pedagogies and assessments, participation in capacity building trainings, reporting progress and grievances	Induction training and grade wise refreshers, training guides available in URDU in hard copy in Community Learning Centers; training calendars developed and shared with District Project staff, teachers and VECs Online link training resource material developed and shared on Community Learning Centers notice boards	Quarterly review meetings in each target District. Induction training and subject based refreshers after the completion of each grade/semester. One induction training; Four refreshers for ALP-P; Seven refreshers for ALP-E&S; About 4 refreshers for ILS or as per the need. Regular mentoring by technical experts i-e lead trainers, ALP-P, and ILS experts etc.	Lead trainers will develop report of each training session and shared with the head office of Sanjh Preet Organization. Sanjh Preet will review and provide feedback to the District and shared the final with the WB and other stakeholders concerned

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
Other Interested Parties	National Education Management Information System (NEMIS), AEPAM, Ministry of Education and Professional Training Government of Pakistan	Inclusion of enrolled children in ALP-P and ALP-E&S classes in Community Learning Centers in national data base	Meetings, Reviews	Meetings as per need, bi-annual reviews	Team Lead and MIS Manager will be responsible; Record minutes of meetings and reviews
	National Commission for Human Development (NCHD)	Coordination for information sharing and best practices in non-formal education setting	Reviews	Annual project review meeting	Team Lead will be responsible; Report of annual project review meeting
	Allama Iqbal Open University (AIU)	Role in executing the ALP-E&S; technical support, teachers training, assessment and accreditation of ALP-E&S learners	Bi-annual meetings, annual reviews, and workshops to develop and review ILS Programs	Bi-annual meetings specifically to ALP-E&S, and consultative workshop to develop and review 7 ILS Programs	Team lead, ILS Specialist and Provincial Coordinators will be responsible. Record of minutes of meetings and reviews, workshop report, assessment and accreditation data
	National Institute of Health, Government of Pakistan	Role in facilitating to implement the preventive measures regarding COVID-19	Meetings	Need basis	Team Lead; Record of minutes
	Technical Education and Vocational	Role in designing curricula, imparting skills, equivalency,	Meetings, consultative workshops	Consultative workshop to develop and review 7 ILS Programs	Team Lead, ILS and curriculum development experts will take

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
	Authorities (TEVTAs)	assessment and certification			the lead in coordination
	Literacy and Non-Formal Basic Education Department (L&NFBED) Punjab	Role in providing technical expertise in planning, implementation, supervision monitoring of project activities and material development, and registration of data of learners in provincial EMIS	Meetings, bi-annual review, annual progress sharing, consultative workshops, certification of learners	Meetings as per need, bi-annual review, annual progress sharing, consultative workshop to develop, review and approve 7 ILS Programmes	Team Lead, ILS and curriculum experts and provincial coordinator
	District Education Authorities- Punjab	Transition of learners from non-formal education to formal education	Meetings, Review	Bi-annual progress sharing in District Education Group in each target district of Punjab province	Provincial Coordinators and field coordinators
	Literacy & NFE directorate, Sindh Education and Literacy Department (SELD)	Role in providing technical expertise in planning, implementation, supervision, monitoring of project activities and material development	Meetings, bi-annual review, annual progress sharing, consultative workshops, certification of learners	Meetings as per need, bi-annual review, annual progress sharing, consultative workshop to develop, review 7 ILS Programs	Team Lead, ILS and curriculum experts and provincial coordinator
	Sindh Teacher Education Development Authority (STEDA)	Meetings to review and improve training modules for new programmes	Formal review meetings after developing new modules for trainings	One, Karachi, Sindh	Sanjh Preet Organization (Sindh team_
	Directorate of Curriculum,	Review and approval of material	Consultative workshops and meetings	Need basis	Team Lead, ALP, ILS and Curriculum

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
	Assessment and Research (DCAR)				Development Experts
	Provincial Disaster Management Authorities (PDMAs) Punjab and Sindh	Role in facilitating to implement the preventive measures regarding COVID-19	Meetings	Need basis	Team Lead
	Non-government Organizations	Coordination for the implementation of project activities and progress sharing	Bi-annual District Education Group meeting, Annual review	Bi-annual review in District Education Group in each district	Team Lead, Provincial Coordinators
Disadvantaged /Vulnerable Individuals or Groups	Out of School Children and their Parents	Factors contributing to attract girls and OOSCs to join Non-formal education; key lessons learnt from the projects and identification of this group	Meetings, bi-annual progress sharing Administration of profiling and monitoring tools	Meetings as per need, bi-annual progress sharing in District Education Groups in each target district of Punjab and Sindh Provinces	Provincial Coordinators, field staff, teachers and community
	Differently Abled Children and their Parents	Learning needs; teaching pedagogies; sensitization required through different channels and identification of this group	Meetings, bi-annual progress sharing Administration of profiling and monitoring tools	Meetings as per need, bi-annual progress sharing in District Education Groups in each target district of Punjab and Sindh Provinces	Provincial Coordinators, field staff, teachers and community
	minority and ethnic groups in Punjab and Sindh	How to facilitate enrolment of the poorest of the poor;	Learning aids on inclusion; Public awareness	As planned Meetings as per need, bi-annual progress sharing	Provincial and Field Coordinators/

PHASE II: PROJECT OPERATION					
Type of Stakeholders	Target Stakeholders	Topics of Engagement	Methods to be used	Location and Frequency	Roles and Responsibilities
		Understanding stereotypes to develop teaching materials for inclusion and identification of this group	drives through publication and printing of posters and banners Administration of profiling and monitoring tools	in District Education Groups in each target district of Punjab and Sindh Provinces	staff, teachers and community
	NGOs working on Children's and women's rights in Punjab and Sindh	Factors contributing to attract girls; key lessons learnt from the projects;	Meetings, Participation in District Education Group	Meetings as per need, bi-annual progress sharing in District Education Groups in each target district of Punjab and Sindh Provinces	Provincial and Field Coordinators

4.2 Proposed Strategy to Include Vulnerable Groups

The project will take special measures to ensure that disadvantaged and vulnerable groups have equal opportunity to access information, provide feedback, or submit grievances. Civil society organizations, including NGOs working on ethnic and religious minority groups, children's rights, women's rights, teachers' associations will be treated as representatives of these groups. Their engagement will allow a two-way communication channel to factor in opportunities for the identified vulnerable groups. L&NFBED Punjab, SELD, District Education Authorities Punjab, Special education departments and community groups will help to ensure proactive outreach to OOSC and differently abled children as well as those representing religious & ethnic minorities. Complaint boxes in Community Learning Centers will be placed near their entrances for vulnerable groups to drop complaints. Education projects from other donors and development agencies targeting vulnerable groups will be encouraged.

4.3 Strategy for Consultation (Design Phase)

4.3.1 In-Depth Interviews (IDIs)

In-depth interviews using semi-structured guides will be conducted with the senior management of Non-Government Organizations specially which are working on OOSC, women and children's rights, religious and ethnic minorities etc. IDIs with the NGOs are planned in the months of June and July 2020.

A total of 18 IDIs will be undertaken covering all relevant parties and ensuring their feedback.

4.3.2 Focus Group Discussions (FGDs)

FGDs will be held with the community groups and Principals, Teachers and Instructors of Community Learning Centers. FGDs will be conducted after the finalization of target locations and recruitment of CLCs staff.

A total of 5 FGDs are planned to be covered in the design phase. In each FGD minimum 7 and maximum 10 respondents will participate.

4.3.3 Telephone Interviews

In case, COVID-19 pandemic prolong, and restrictions and imposed by the Government, IDIs will be conducted telephonically or other tool of ICT.

4.3.4 Workshops for Validation of Proposed SEP – Implementation Phase

The consultations in the design phase will culminate in an augmented proposed SEP for the implementation phase. Ideas, suggestions, and views of the stakeholders will be well documented and presented in workshops attended by the representatives of the identified stakeholders. The workshops will be divided into reviewing, brainstorming, and planning sessions to finalize a mutually agreed upon Stakeholder Engagement Plan. To encourage participation, 2 workshops will be held: one in Punjab and the other in Sindh province.

4.3.5 Surveys and tools

Various surveys and profiling and monitoring tools will be equipped with variables that will help in identifying specific group of stakeholders and also in reaching to decisions that will help in planning and implementing actions for the safety and security of the stakeholders such as OOSC, differently abled children and those representing religious & ethnic minorities.

4.4 Information Disclosure

Sanjh Preet Organization and WB websites will be used to disclose project documents, locally and internationally, including those on environmental and social performance in English. Sanjh Preet Organization will create a webpage on the Project on its existing website. All future project related environmental and social monitoring reports, listed in the above sections will be disclosed on this webpage. Project updates (including news on education activities and relevant environmental and social data) will also be posted on the Sanjh Preet Organization website. An easy-to-understand guide to the terminology used in the environmental and social reports or documents will also be provided on the website. All information brochures/fliers will be posted on the website. Details about the Project Grievance Resolution Mechanism will be posted on the website. An electronic grievance submission form will also be made available on Sanjh Preet Organization website. Contact details of the Project contact person will be made available on the website. Sanjh Preet Organization will update and maintain the website regularly (at least once a quarterly basis).

In addition, the project will disclose necessary documents such as community based GRM in villages/ target areas and provide adequate orientation to the communities on using the community GRM. Complaints forms and its utilization will be disclose and relevant communities will be given orientation. The project staff and the community representatives will also disclose the case information and decision in larger community gatherings.

Local communities will also be informed about the project progress in regular monthly or need based meetings. The CLCs will also provide necessary information and notifications on the soft-boards as found necessary by the project staff and the CLC principals.

Project progress reports, and other necessary documents as found necessary, will also be shared with the NGOs/ INGOs and government entities.

4.5 Timelines of SEP

Tables 7 and 8 present frequencies for different types of stakeholders. Frequency of engagement is dependent on expected deliverables. Annual meetings and reviews are to help stay course the planned activities. Quarterly, monthly, and weekly engagements are relevant for effective implementation, brainstorming, addressing glitches and potential road-blocks. The project will review its engagement against the SEP annually, and this review will be a part of the progress report that will be shared with the World Bank

4.6 Review of Comments

Developing easy project reporting formats is going to be the output of stakeholder engagement. Sanjh Preet Organization is expected to send its monthly, quarterly, yearly, mid-term and final reports to World Bank.

5 Roles, Responsibilities, and Resources for Stakeholder Engagement Plan

5.1 Implementation Arrangements

The Sanjh Preet Organization will work closely with the Literacy and Non-Formal Basic Education (L&NFBED) Punjab, Sindh Education and Literacy Departments and other national and provincial departments/institutions/autonomous bodies to ensure project sustainability.

Team Lead will oversee the implementation of the project SEP with support from specialists and provincial coordinators. The project will also undertake measures for institutional capacity building including for the implementation of the SEP and will regularly organize trainings for the Project staff.

5.2 Management Functions and Responsibilities

Following key positions will be responsible for managing the SEP activities:

Positions	Functions
Team leader and ILS/ ALP specialists	Project team and leader and ILS/ ALP specialists will provide policy directions ad leadership regarding SEP and elated strategies and checklists that SPO has developed or will develop to organize and ensure participation of the stakeholders including affected parties, other interested parties and differently abled groups. The guidance will come from frequent study of the SEP and trainings provided by the ESM experts/ specialists. These positions will make sure that special documents, instructions, and checklists are prepared and included in necessary circulars and training documents. ILS/ ALP specialists will particularly take lead in coordinating and engaging the other interested parties (departments and organizations in target provinces).
Lead trainer and provincial trainers	Lead trainer and provincial trainers will make sure that all staff members are adequately trained on engaging the said stakeholders.
Provincial Coordinators	Provincial coordinators, adequately trained on SEP by the team leader, specialists and lead trainer, will implement the SEP in true spirit. The PCs will transfer the SEP implementation skills to the field coordinators and provincial trainers who will ensure that SEP is implemented fully in their respective field areas. The PCs will, under the guidance and supervision of the ILS/ ALP specialists, will take special interest in coordinating and engaging the relevant organizations and departments in Punjab and Sindh both.
Field coordinators	Field coordinators will continuously engage the stakeholders especially community level and potential learners in CLCs. These positions will play their role through building capacity of the CLC principals and teachers/ facilitators who will further ensure engagement of community groups and learners as well as field staff of the organizations and departments operating in target areas/

	villages to make sure that they work collectively and avoid duplication. The field coordinators will also try to engage the local councils/ union councils and field level staff of the other interested parties. However, their primary role will be to work very closely with the local communities and target learners (out of school children, illiterate youth and adults) so as they are adequately engaged in the project.
CLC principals	Adequately trained by the trainers and regularly guided by the field coordinators, the CLC principals will primarily engage the local communities for smooth functions of the CLCs, manage local level repair & maintenance and follow up with dropouts and conduct enrollment campaigns. The principals will ensure regular community meetings, ensure implementation of the stakeholders' engagement plan and make sure that learners are learning in the classroom safely and in a protected environment.
CLC teachers/ facilitators	CLC teachers/ facilitators, properly guided by the CLC principals, will primarily engage learners in the ALPs and ILS programmes and make sure they learn quality contents and master skills they are expected to learn. The teachers, however, will also coordinate with the community, especially the parents of the learners to exchange views on their learning and make extra efforts to make them learn more.

5.3 Budget

The Project will allocate adequate resources for implementation of the SEP activities in the overall budget for social mobilization and community outreach activities. Proposed budget for SEP activities is provided below:

No	Activities	Budget (PKR)
1	Workshops for orientation and validation of SEP with stakeholders (materials, logistics and venue etc.)	300,000
2	Establishment of GRM	200,000
5	Orientation to the communities, CLC principals and teachers on use of community based GRM (materials, logistics etc.)	250,000
6	Periodic SEP implementation reviews for upgradation, Information Disclosure and GRM status (materials, logistics and venue etc.)	200,000
7	Travel and logistics for SEP and GRM implementation and monitoring visits	500,000
	Total	1,450,000

6 Grievance Mechanism

Timely and effective redress of stakeholder grievances will contribute to bringing sustainability in the operations of a project. In particular, it will help advocate the process of forming and strengthening relationships between project management and the stakeholder community groups and bridge any gaps to create a common understanding, helping the project management to efficiently operate in the area.

To register and resolve the grievances of the community in this process, a Grievance Redress Mechanism (GRM) will be established. The GRM must be responsive, efficient and close the feedback loop.

The proposed mechanism will be based on two-tier Grievance Redress Committees (GRCs)—at community level and at Project level.

The community level GRC will be established for each CLC to engage community members/leaders to participate in the decision-making processes and to have “voices” of the aggrieved person/communities in the grievance redress procedures. This will also enhance local ownership of the Project. Having GRC members based in the community will be helpful in resolving the grievances quickly often without going into lengthy documentation. The local participation will further build local capacity in dispute resolution and decision-making and provide leadership support in the implementation of the Project. Cases which are not satisfactorily resolved or affected persons remain aggrieved, the case will then be forwarded to the Project-level GRM as the prime floor for resolution of the grievances. The purpose of the GRC is to facilitate the resolving of disputes without going into litigation. In this regard, the decision of the Project level GRC will be final within the GRM. However, if any disputant remains dissatisfied with the GRC outcome, the disputant can seek redress from a court of law.

SPO will be responsible for:

1. Establishing GRCs at CLC and at the Project level
2. Adapting the GRM in accordance with the Project need during implementation
3. Ensuring that the community is informed of the mechanism to redress complaints, and all relevant documents related to the system are easily available. The GRM awareness plan by SPO must ensure special targeting of women.

Guidelines for the establishment and procedures to be followed by the GRM are provided in the ESMF, however, some details are given below:

6.1 Grievance Redress Committees

The Grievance Redress Committees (GRCs) are to ensure accessibility, fairness and independence of the procedures. T After notification of all the GRCs, information about GRCs including list of members, contact details, GRC scope of work and grievances redress procedures will be disseminated in all the concerned communities by SPO, and will be displayed at CLCs. Information dissemination will comprise the following;

The composition of the GRCs that will be established at two-levels is given below:

Organization	Community GRC	Project GRC
SPO	Field Coordinators (male and female)	Representative from SPO
CLC	Principal	Principal
Community	One or two community leaders/respected persons such as school teachers, doctors, youth leaders, philanthropists, elders etc. nominated by the community	One or two community leaders/respected persons such as school teachers, doctors, youth leaders, philanthropists, elders etc. nominated by the community

The scope of work of the GRC shall include:

1. The Community GRC will ensure that all grievances related to the project including social and environmental issues, labor management, GBV etc. are registered, formally recorded, reviewed, resolved and the concerned person is informed in a timely manner.
2. The Project GRC will monitor the working of the Community GRC and will work as a forum for appeal against the decision of the Community GRC.
3. GRC will not consider complaints related to procurements or with any matters pending in the court of law.
4. In resolving the disputes, the GRCs would take into consideration the following:
 - Merit of the complaints/case received for consideration;
 - Evidence to take a decision on the complaint;
 - Witness statements;
 - Plausibility of the case in the light of related project activity;
 - Applicable laws of Pakistan, environmental and social assessments done by the Project, and WB ESSs;
 - Observations made on the field; and
 - Available information on previous complaints of similar nature

6.2 Grievances Redress Procedure

The Grievance Redress Mechanism proposed here spans the entire project implementation and will cater to both the directly and indirectly affected population/beneficiaries. SPO's office will serve as the secretariat for the Grievance Redress Committee (GRC-Project) that will be responsible for providing oversight on the entire GRM process at a strategic level and monitoring of complaints management. Following procedure will be adopted to resolve grievances received by the GRCs. The grievance mechanism will be made public through public consultations by SPO.

6.3 Filing of Grievances to Community GRC

The aggrieved person (or their authorized representatives) may file a grievance with the community-level GRC directly or indirectly in any of the following ways:

5. Submit a written complaint to any member of the community GRC.
6. Submit a verbal complaint to any member of the community GRC with documentary proof that a complaint has been filed.

For complaints registration Complaint Registration Forms will be available with the secretary of the village level GRCs and complaints will be registered on Grievance Log.

6.4 Hearing and Resolution of the Cases by Community GRC

The procedure for hearing and resolution of the complaint will be as follows:

1. On receipt of a complaint:
 - Secretary of Community GRC will log the complaint in a register called Complaint Register.
 - Contact other members of the GRC to conduct a meeting within 5 calendar days of the logging of the complaint.
 - If needed, request the complainant or her/his representative to meet the Community GRC on the appointed date to discuss her/his complaint.
 - Prepare all the relevant information and document relevant to the complaint prior to the meeting and provide copies to all members.
2. The GRC will meet on the appointed date during which it may:
 - Deliberate on the nature and circumstances of the complaint;
 - speak to the complaint;
 - Meet with the complainant and other persons;
 - Visit the site; and
 - Take a decision.
3. If the GRC needs extra time to investigate or deliberate on the complaint, the secretary will inform the complainant of the time when a decision is expected. In any case, all complaints shall be resolved within 15 calendar days of logging.
4. Once the complaint is resolved the secretary will document the decision and prepare full documentation on the process including minutes of meeting, photographs of visits, documents reviewed, and reasons of the decision.
5. The GRC will ensure that the complainant is fully informed of the decision and is also informed about his/her right to appeal to the Project GRC and to the court of law.
6. In case follow-up action is required, the chairperson of the Community GRC will ensure that the actions are taken and are documented.

6.5 Hearing and Resolution of the Cases by Project GRC

The procedure for hearing and resolution of the complaint by the Project GRC will be as follows:

1. On receipt of a complaint:
 - Secretary of Project GRC will request all the concerned documentation from the secretary of the concerned community GRC.
 - Contact other members of the Project GRC to conduct a meeting within 10 calendar days of the logging of the complaint to the Project GRC.
 - If needed, request the complainant or her/his representative to meet the Project GRC on the appointed date and place to discuss her/his complaint.

- If needed, request the members of the Community GRC to meet the Project GRC on the appointed date and place.
 - Prepare all the relevant information and document relevant to the complaint prior to the meeting and provide copies to all members.
2. The Project GRC will meet on the appointed date during which it may:
 - Deliberate on the nature and circumstances of the complaint;
 - Investigate the complaint;
 - Meet with the complainant and other persons;
 - Visit the site; and
 - Take a decision.
 3. If the GRC needs extra time to investigate or deliberate on the complaint, the secretary will inform the complainant of the time when a decision is expected. In any case, all complaints shall be resolved within 20 calendar days of logging with the Project GRC.
 4. Once the complaint is resolved the secretary will document the decision and prepare full documentation on the process including minutes of meeting, photographs of visits, documents reviewed, and reasons of the decision.
 5. The GRC will ensure that the complainant is fully informed of the decision and is also informed about his/her right to appeal to the court of law.
 6. In case follow-up action is required, the chairperson of the Project GRC will ensure that the actions are taken and are documented.

6.6 Resolution of the Cases by Court of Law

GRC will make efforts to resolve the cases within their own jurisdiction. The complainant(s) may approach a court of law at any point.

6.7 Grievance Closure

The complaint shall be considered as disposed-off and closed when:

1. The designated officer/authority has acceded to the request of the complainant fully;
2. Where the complainant has indicated acceptance of the response in writing;
3. Where the complainant has not responded to the concerned officer within one month of being intimated about the final decision of the grievance officer on his grievance/complaint;
4. Where the complainant fails to attend the proceedings of the concerned officer within the stipulated period of the disposal of the complaint; and
5. Where the complainant withdraws his/her complaint.

7 Monitoring and Reporting

CLCs will be directly monitored by the implementing organization, but provincial governments are responsible for ensuring the quality of teaching and learning activities. The implementing organization will play the overall monitoring role and undertake M&E activities, including (a) regular supervision of project implementation sites; (b) preparing planned implementation progress reports; (c) monitoring and verification of data; (d) conducting citizens' engagement surveys for ensuring beneficiaries' and

communities' satisfaction. Project documents and reports shared by implementing organization throughout the life cycle will provide necessary reference data for monitoring and evaluation.

Moreover, ESCP and SEP require regular consultations with stakeholders. Six-monthly ESCP compliance monitoring reports would be prepared and submitted by the implementing organization throughout the project life. In case COVID-19 lockdown continues to remain operational, appropriate changes will be made in involving stakeholders and monitoring.

In the course of project implementation, the SEP will be periodically updated, as necessary, consistent with the requirements of ESS10, in a manner acceptable to the Bank. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP.

Information on public engagement activities undertaken by the Project during the year will be conveyed to the stakeholders in by publication of a standalone annual report on project's stakeholder engagement.