

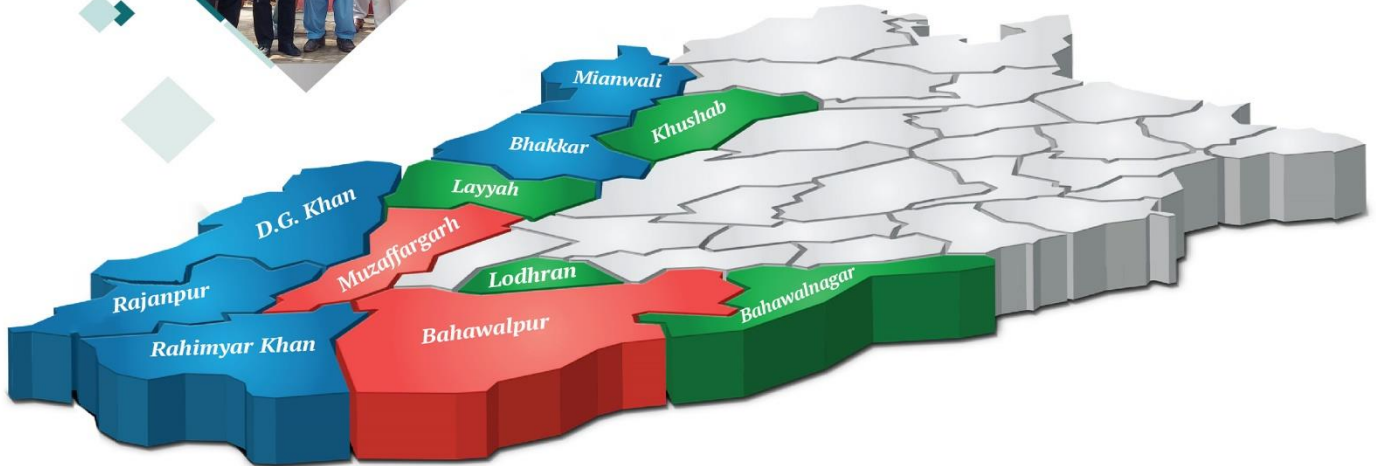


PUNJAB HUMAN
CAPITAL INVESTMENT
PROJECT



Environmental and Social Safeguards'

Compliance & Monitoring Report of Mitigation and Management Plan of ECCE Classrooms (11 Project Districts)



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1. Introduction

The Punjab Human Capital Investment Project (PHCIP) has been designed and being implemented to improve the Human Development Index (HDI) and Human Capital Index (HCI). PHCIP is supporting investments in health, education, and social protection for human capital accumulation in the Punjab. Given the multi-sectoral operations, the project is proposed to be implemented jointly through multiple entities with Punjab Social Protection Authority (PSPA) as the lead agency and other entities including: School Education Department (SED) and Primary and Secondary Health Department (PSHD) through Punjab Health Facilities Management Company (PHFMC). The sponsoring agency of PHCIP is Government of the Punjab through World Bank.

2. Punjab Human Capital Investment Project (PHCIP)

The project development objective (PDO) is to increase the utilization of quality health services, and economic and social inclusion programs, among poor and vulnerable households in select districts in Punjab. The components of PHCIP are briefly explained below: -

2.1. Component 1: Health services quality and utilization:

Sub-component 1.1: Quality of health services: Meet the minimum service delivery standards (MSDS) of 75% of BHU of targeted districts to make them 24/7. Upgrade selected RHC to + status (like wheelchair ramp

2.2. Sub-component 1.2: Utilization of health services: nutrition sensitive CCT program

2.3. Component 2: Economic and social inclusion: Building early childhood human capital among poverty-stricken households

2.4. Sub-component 2.1: Economic inclusion: To support income-generating activities of young parents (ages 18 to 29) who have children under the age of 5. (i) the labor market (LM) readiness package, (ii) livelihood support, and (iii) intensive coaching. PHCIP to execute by local NGOs & community.

2.6. Sub-Component 2.2 Social Inclusion of Education: - To support the children of poor households for building a strong social & economic foundation. To meet ECE policy & quality standards, the SED will improve ECE model, including provision of quality teaching & learning

materials & improved teacher training. SED aims to increase access and strengthen the quality of ECE classrooms in project's districts, including: -

- Upgrading physical facilities of existing ECE classrooms.
- Development of new teaching learning materials, revised & improved teacher training etc. for implementation of the new provincial ECE curriculum.
- To provide ECE in-service training for teachers, head teachers, school council members, and ECE caregivers,
- Launch an ECE social mobilization campaign and establish a capacitated ECE Cell in the department.
- For ECE early years (grades 1-3) initiatives will also include (a) conducting needs assessment and upgrading classroom facilities to be conducive to learning

3. Project Districts

PHCIP is being implemented in 11 districts of Punjab with 08 districts from South region and 03 districts from north region.



4. World Bank Social Safeguard Policies

World Bank adopted a new set of environmental and social policies called the Environmental and Social Framework (ESF). ESF applies to all new World Bank's project and equally applicable to PHCIP.

The World Bank's Environmental safeguards are key tools to ensure that project activities do not harm environment. The applicable safeguard policies and procedures occur during the planning and designing of a project and an Environmental & Social Safeguards Management Framework (ESMF) is required and also prepared in the context of PHCIP.

Social safeguard issues relate to: (i) acquisition of land and assets and involuntary resettlement as a result of infrastructure development; and (ii) participation and inclusion of indigenous peoples, forest-dependent people, workers who lost their jobs.

The current environmental and social policies of World Bank are known as the "Safeguard Policies," the mechanism for addressing environmental and social issues in project design, implementation, and operation. The major examples of these requirements include conducting environmental and social impact assessments, consulting with affected communities about potential project impacts, and restoring the livelihoods of displaced people. A list of Environmental safeguard policies of the world bank are available on the World Bank's website.¹

The Project Appraisal Document (PAD) of PHCIP states that some low-scale potential environmental impacts are expected from the rehabilitation and upgrade of the Basic Health Units (BHUs) and Rural Health Centers (RHCs) as well as ECCE classrooms in selected districts. These impacts are expected to be temporary, localized, and reversible in nature. The increase in demand for services are expected due to demand-side interventions, which will likely produce more health care waste. In the context of PHCIP, the Environmental Assessment OP/BP 4.01 of the World Bank is triggered, and the project safeguard category is B for which it is mandatory to undertake partial assessment.

5. Implementation of ESMF

- The overall monitoring of implementation of ESMF lies with the PMU-PHCIP/PSPA. The P&SH Department has been provided an independent Environment and Social Safeguards Specialist (ESSS), whereas there is no such position in SED-PMIU. The

¹ <https://www.worldbank.org/en/projects-operations/environmental-and-social-policies>

implementation of ESMF for SED-PMIU component for Early Childhood Care Education (ECCE) Classrooms is being carried by the ESSS of PHCIP/PSPA.

6. Screening of ECCE Classrooms

- In a meeting with World Bank, it was agreed to revise the generic screening checklist and tailor it to ECCE classrooms. The ESSS-PHCIP/PSPA visited ECCE classrooms and revised the screening checklist, which was subsequently agreed by the World Bank with certain amendments.
- Similarly, the modalities for implementation of ESMF and trainings were subsequently agreed with the World Bank. Inter alia, the MEAs will conduct the environmental and social safeguards screening of ECCE classrooms. The trainings of MEAs were held in each district according to the set schedule and a total of 193 MEAs in 11 districts were trained.
- The screening checklists were satisfactorily filled by the MEAs and submitted to the District Monitoring Officer (DMO), which were then provided to ESSS-PHCIP through PMIU-PHCIP of SED for preparation of district evaluation reports.
- The screening of all the districts has been completed by November 2021 and the first evaluation report of Environmental and Social Screening Checklist including mitigation plan was compiled and submitted to the World Bank on 26th November 2021 for their concurrence and feedback.
- All the screening Reports of 11 project districts submitted to world Bank in March 2022 and WB gave concurrence on 14th of April.

7. Due Diligence of Structural Stability of ECCE Classrooms

- The implementation of E&S framework continued during the reporting period. The requirement of structural stability of ECCE classroom's of PHCIP schools prior to the renovation was highlighted by the World Bank Support Mission 6-9 June 2022. Thereafter a series of meetings and discussion were held by the PMIU-PHCIP-SED with the World Bank Team and finally it was agreed to assess ECCE classroom block of all PHCIP Schools from structural stability point of view through a detailed checklist prepared by a qualified engineer in consultation and concurrence with the World Bank. The PMIU-PHCIP-SED hired the services of a qualified engineer to steer the assessment of the structural stability of ECCE classrooms/building block. The approved assessment checklist was tested in the field and adopted after certain amendments/adjustments.

- The data collection regarding the due diligence of structural stability of ECCE Classrooms and monitoring of renovation works were carried out through ArcGIS/Survey 123 application.
- As a result of due diligence exercise, 97.4% classrooms passed the parameters, whereas, renovation in 2.6% classrooms was held up for further investigations and remedial measures.
- The district wise result of due diligence for structural stability is attached at **Annex D**

8. Monitoring of ECCE Classrooms

- Keeping in view the Environmental and Social Impacts during Renovation of ECCE Classrooms a detail monitoring checklist was prepared and agreed by World Bank team. Detail monitoring checklist is attached at Annex A.
- Monitoring form uploaded on a web-based Software ArcGisSurvey123 with the consultation and help of World Bank Team.
- The customized dashboards were used to monitor the progress of the data collection and assessment of schools with the support of the World Bank team.
- The review of forms of all districts are attached herewith which one can directly view on the dashboard of ArcGISSurvey123 application by using the following link with username and password;

https://geowb.maps.arcgis.com/apps/webappviewer/index.html?id=254c18361a684ed491540a0fe1564e6e&messageCode=OAUTH_0012&messageCode=OAUTH_0012

User name: **GPSS_QC_user**

Password: **QC_Internal_2020**

1.1 Date of School Visit	1.2 District	1.3 School EMIS Code	1.4 School Name	1.5 Education Level	1.6 Area	1.7 School Address	1.8 Tehsil	1.9 AEO Name	1.10 AEO Contact	survey_start	end	Q 2.1: Has minor repair work carried out in ECCE Classroom?	Q 2.2: If yes, what type of minor repair work has carried out in ECCE Classroom?	Other specify
12/17/2022, 12:00 PM	BAHAWALNAGAI	31110010	GHS MOHAR WALI	High	Rural	GHS Mohar- Wali, post office same tehsil & district Bahawalnagar	BAHAWALNAGAI	FANVEER AJMAD	0306 7684980	12/17/2022, 9:56 AM	12/17/2022, 10:47 AM	Yes	Windows, Electric	
12/6/2022, 12:00 PM	BAHAWALNAGAI	31110013	GHS NOOR SAR	High	Rural	Noor sar p/o same teh/dist Bahawalnagar	BAHAWALNAGAI	Muhammad Jamil	0306 4295175	12/6/2022, 2:09 PM	12/6/2022, 2:50 PM	Yes	Floor, Windows, D	
12/6/2022, 12:00 PM	BAHAWALNAGAI	31110015	GHS KAT GANGA SINGH	High	Rural	Kat Ganag Singh P/o Madrasa BAhawalnagar	BAHAWALNAGAI	Muhammad Jamil	0306 4295175	12/8/2022, 12:39 PM	12/8/2022, 12:56 PM	Yes	Roof/Ceiling, Doo	
1/10/2023, 12:00 PM	BAHAWALNAGAI	31110018	GHS AZIZ E MILLAT BWN	High	Urban	HAROON ABAD ROAD	BAHAWALNAGAI	MUHAMMAD waqas Ashraf	0302 4272449	1/10/2023, 12:30 PM	1/10/2023, 12:40 PM	Yes	Floor	
1/4/2023, 12:00 PM	BAHAWALNAGAI	31110022	GHS MC WUKLA COLONY BAHAWALNAGAI	High	Urban	GOVT. M C HIGH SCHOOL WUKLA COLONY BWN	BAHAWALNAGAI	Muhammad Waqas Ashraf	0302 4272449	1/4/2023, 1:50 PM	1/4/2023, 2:17 PM	Yes	Walls	
12/6/2022, 12:00 PM	BAHAWALNAGAI	31110023	GHS JAND WALA	High	Rural	chak jandwala Tehsil and Dist	BAHAWALNAGAI	Muneer Ahmad	0300 7919042	12/7/2022, 9:16 AM	12/10/2022, 8:34 AM	Yes	Walls, Electrical, A	

Fig 1 ArcGisSurvey123 Monitoring Dashboard

9. Training of Assistant Education Officers

- The training of AEOs were then organized from 3rd October to 11th November 2022. A total of 937 AEOs consisting 642 male AEOs and 295 female AEOs were trained from 11 project districts. The trained AEOs include: Bahawalnagar 135, Bahawalpur 106, Lodhran 41, Rahim Yar Khan 87, Dera Ghazi Khan 82, Rajanpur 70, Layyah 94, Muzaffargarh 123, Bhakkar 62, Mianwali 80 and Khushab 57. The Training program of AEOs for Structural Stability and Renovation and Safeguards Management and pictures are attached at **Annex B & Annex C**.

The major topics covered during the Training of AEOs include the following;

- I. Due diligence for Structural stability of ECCE classrooms and use of ArcGIS Survey 123
- II. Monitoring and safeguards compliance of renovation Activities on ArcGIS survey 123
- III. Execution of renovation agreement between school council and PMIU-PHCIP-SED
- IV. Gender mainstreaming in PHCIP- A one-page handout about Gender Mainstreaming and GBV was also distributed to the AEOs (**Annex F**). The AEOs further also sensitized the school councils about gender issues.
- VI. Grievance Redressal Mechanism of PHCIP- The Grievance Redressal Mechanism (GRM) has also recently been established in PSPA/PHCIP with a dedicated helpline1221. The

provision has been made to also register GBV related complaint. The discussion with Additional Director (GRM) are going on to sensitize/train the call agents to further refine the system especially with reference to GBV. - A one-page handout about GRM was also distributed to the AEOs (**Annex G**). The AEOs further also informed the school councils about GRM.

- VII. Code of conduct to be followed by the labour
- VIII. Simple questions to evaluate the training by the participants

10. Monitoring of ECCE Classrooms and Evaluation of Monitoring Dashboard by PHCIP Team

- The renovation was started in all passed schools, The regular monitoring has been conducted by the PMIU-PHCIP-SED teams along with ESSS, the feedback is shared with all concerned for course correction.
- PHCIP team Physically monitored Random ECCE Classrooms of each project districts. (**Annex-C Pictures**)
- Renovation of **3312** ECCE classrooms completed while remaining **88** schools are under process as these schools are flood affected and will be refurbished in next phase.
- 100% uploading of monitoring forms on ArcGIS Survey 123 and Review of monitoring forms submitted by AEOs Completed on March 2023.

11. Compliance Status of ECCE Classrooms

Compliance status of 11 project Districts is given below:

11.1 Compliance status of 11 Project Schools

SR.No	Impact List	Mitigation Measures	Method of Monitoring	Responsibility	Compliance Status
1.	Aggravation of Solid waste (Debris/Construction & Demolition Waste) due to minor repair and paint of ECCE classrooms	The debris / construction and demolition waste will be dumped at a designated site and covered with soil after completion of activity.	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	<p>The disposal of construction and demolition waste has been made by burying the waste and covering it with soil. It was however observed that the amount of construction and demolition waste was less and easily managed by the school council. The evidence of disposal of construction waste has been provided in most of the cases by uploading appropriate pictures.</p> <p>Almost 70% schools effectively managed the waste and uploaded evidence on the monitoring App. Remaining schools either have not waste because some schools need only paint work, not Minor repair and some schools didn't upload the pictures properly. However, initially the feedback is shared with all concerned for course correction. (Feedback is attached at Annex D)</p>
2.	Probability of accident due to minor repair and paint of ECCE classrooms	Ensure availability of First Aid Box	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	<p>No accident/Incident reported during the activity.</p> <p>All schools were ensured about the availability of first aid box.</p>

ENVIRONMENTAL & SOCIAL SAFEGUARDS COMPLIANCE REPORT

3.	Occupational health hazards due to fugitive dust, material handling, noise, and other process operations	The workers must follow health and safety measures and use masks and gloves during work.	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	The best practice noticed is the use of masks by the labour during works/paint of ECCE classrooms to mitigate the impact of dust and fumes of paint during work. This practice has promoted the safety and health of the labour during work and it can be expected that the school council and labour will continue this practice in their future works.
4.	Presence of major road near ECCE schools	Precautionary measures would be taken while crossing the roads.	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	There was no incident/accident reported during the activity. Majority of the schools were away from the major roads and workers took precautionary measures as per instructions.
5.	Impact of social conflict due to Influx of labour from other areas	The School Council should hire local labour for renovation of ECCE classrooms.	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	As per the instructions, almost all schools hired local labour for renovation and thematic paint therefore no social conflict reported during the activity.
6.	Incidence of gender-based harassment during works	The renovation activity will be conducted during vacations or after school timings to avoid harassment issues. Code of conduct to be followed by the labor.	Physically Monitoring During and after Renovation/Thematic paint by using ArcGisSurvey123 Monitoring App	Assistant Education officers	The mitigation measures with reference to harassment issues during renovation of ECCE classrooms like code of conduct for labour, works to be carried out after school timings or on holidays and verbally highlighting the issue by the schools' councils seem very effective as no incidence of harassment has been reported during the renovation works.

Annex A

**Punjab Human Capital Investment Project (PHCIP)
ECCE Classrooms Renovation (Minor Repair and Thematic Paint)
Monitoring Proforma**

1	Date of School Visit	
2	School EMIS Code	
3	Name of School	
4	District	
6	Has minor repair work carried out in ECCE Classroom?	1. Yes 2. No
7	If yes, what type of minor repair work has carried out in ECCE Classroom? (Select all applicable options)	1. Roof 2. Walls 3. Floor 4. Doors 5. Windows 6. Electrical appliances 7. Others (Please specify) _____
8	Are you satisfied with the quality of the minor repair work carried out in ECCE classrooms?	1. Yes 2. No If no, please specify _____ _____
9	Has the paintwork carried out in ECCE classroom?	1. Yes 2. No
10	Has the paintwork of ECCE classrooms carried out as per the specifications given at the end of this proforma?	1. Yes 2. No
11	Are you satisfied with the quality of the material used for the paintwork?	1. Yes 2. No If no, please specify _____ _____
	Safeguards	
12	Is the construction & demolition waste/debris disposed at a designated place?	1. Yes 2. No If no, please specify _____ _____
13	Are Workers used mask during work?	1. Yes 2. No If no, please specify _____ _____

14	Has the poster regarding necessary instruction for implementation of ESMF displayed at appropriate place?	1. Yes 2. No If no, please specify _____ _____
15	Has the works executed after school hours or on holidays?	1. Yes 2. No If no, please specify _____ _____
16	Is there any incident occurred related to health and safety during work?	1. Yes 2. No If yes, please specify _____ _____
17	Is there any social issue/conflict due to influx of labor from other areas?	1. Yes 2. No If yes, please specify _____ _____
18	Is there any gender harassment issue occurred at school due to workers/labor?	1. Yes 2. No If yes, please specify _____ _____

General Remarks:

This is to certify that this school has been inspected by the undersigned AEO in the presence of the concerned Head Teacher.

AEO

Name: _____

Signature: _____

Head Teacher

Name: _____

Signature: _____

Attachment:

Thematic Paint Specifications

Description	Paint Colour	Paint Type	Specifications
ECCE Classroom Walls	Beige emulsion Paint	Master or Equivalent	<ul style="list-style-type: none"> ▪ 1st Coat ▪ 2nd Coat
ECCE Classroom Roof	White emulsion Paint	Master or Equivalent	
ECCE Classroom Doors / Windows	White enamel Paint	Master or Equivalent	<ul style="list-style-type: none"> ▪ 1st Coat ▪ 2nd Coat ▪ Scrap
<p>Note: Thematic Paint of ECCE classroom must be as per color scheme and paint quality given in above scheme. The brand of paint must be ISO certified.</p>			

**Training program of AEOs for Structural Stability, Renovation and Safeguards
Management along with Pictures**

Sr. No.	District	Training Date	Number of ECCE classrooms	No of AEOs		Total
				Male	Female	
1.	Bahawalnagar	Monday 3rd October 2022 – Day 1	473	80	55	135
	Bahawalnagar	Tuesday 4th October 2022 – Day 2				
2.	Bahawalpur	Wednesday 5th October 2022- Day 1	400	80	26	106
	Bahawalpur	Thursday 6th October 2022- Day 2				
3.	Lodhran	Friday 7th October 2022	241	31	10	41
4.	R. Y. Khan	Saturday 8th October 2022	165	63	24	87
5.	DG Khan	Friday 14th October 2022	194	57	25	82
6.	Rajan Pur	Saturday 15th October 2022	314	41	29	70
7.	Layyah	Wednesday 19th October 2022	454	81	13	94
8.	Muzaffargarh	Thursday 20th October 2022- Day 1	372	99	24	123
	Muzaffargarh	Friday 21st October 2022 – Day 2				
9.	Bhakkar	8th November 2022	270	39	23	62
10.	Mianwali	10th November 2022	282	35	45	80
11.	Khushaab	11th November 2022	235	36	21	57
Total			3400	642	295	937

Selected Pictures of Trainings of AEOs on Due diligence, renovation of ECCE classrooms, Safeguards compliance and monitoring



Figure 1 Group photo of PHCIP team with AEOs at Chishtian, Bahawalnagar



Figure 2 Group photo of PHCIP team with AEOs at Muzaffargarh



Figure 3 Training Class in Bahawalnagar



Figure 4 Meeting with Chief Executive Officer (CEO) Education DG Khan

Implementation of ESMF During Renovation



ECCE Classrooms During Renovation



Renovated ECCE Classrooms



Physical Monitoring of ECCE Classrooms (During and after Renovation) of PHCIP team



Annex D

The passed school for renovation of ECCE classroom after due diligence for structural stability

District	Total Schools	Passed	Pending Correction
Khushab	235	226	9
Mianwali	282	274	8
Bhakkar	270	266	4
DG Khan	194	176	18
Layyah	454	442	12
Lodhran	241	238	3
MUZAFFARGARH	372	360	12
Rajanpur	314	308	6
RYK	165	160	5
Bahawalpur	400	396	4
Bahawalnagar	473	466	7
Total	3400	3312	88

Annex E

[Instruction to AEOs - feedback of monitoring teams 06 1 2023.pdf](#)

Gender Main Streaming in PHCIP







Gender mainstreaming in Punjab Human Capital Investment Project (PHCIP)

Gender is mainstreamed in the all the Project activities and across all components. In human capital investment, significant gaps exist identified for which empowerment of women will be a specific objective for all Project interventions. The gender gaps in education and labor market opportunities, associated with overall weak gender empowerment, are well recognized in Pakistan. Therefore, all PHCIP interventions will be focused on gender equity and women empowerment. The capacity of PHCIP staff is being built with reference to Gender issues to create awareness with respect to all the activities of PMU-PHCIP, PMU-SED and PMU-P&SHD components.

Gender Based Violence Response Services

Gender Based Violence (GBV) is very common in Pakistan especially in remote areas. Due to activities of workers/laborers, women and children may have to limit their access to healthcare facilities for a limited period. The GBV issues and Governmental policies and procedures to handle and report are briefly discussed as under:

- 1. Help Desk for Women (HDW)**
In most of the police stations in Punjab, Help Desk for Women (HDW) have established front desk that are managed by female and male police Station Assistants and Senior Station Assistants. The purpose is to encourage reporting of Violence Against Women (VAW) by providing a more gender friendly environment at police station.
- 2. Special Courts for Gender Based Violence (SCGBV)**
In 2017, the Lahore high court and district judiciary inaugurated Pakistan's first Gender Based Violence Court to streamline cases involving female survivors of VAW. It makes provision of extraordinary measure to support survivors, ensure speedy and confidential trials, reduce harassment, and provide security to survivors.
- 3. Violence Against Women Centers (VAWCs)**
VAWCs are envisioned as one-stop shop centers where survivors of violence can report instances of violence and register an FIR, get a medical examination, obtain counseling, engage a prosecutor to lead their cases.
- 4. Gender based Violence and Harassment**
"The Protection against Harassment of Women at Workplace Act, 2010". It clearly defines harassment and harassment at the workplace as well. The person responsible for this crime may be punished with imprisonment, which may extend to 3 years or fine up to PKR 500,000 (5 lakh) or with both. Child Protection Courts (CPC) have been established. The Child Helpline - 1121 provides prompt assistance and support to children subjected to violence, exploitation, abuse and neglect.



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خوف و ہراس... اب نہیں!

قومی اور قومی انصاف

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پنجاب ویمن ہیلپ لائن

حقوق خواتین کے تحفظ کیلئے

1043

پنجاب کی شہرہ آفاق اور سہولت فراہم کرنے والی خواتین کی ہیلپ لائن مفت کال کریں

پنجاب کی شہرہ آفاق اور سہولت فراہم کرنے والی خواتین کی ہیلپ لائن مفت کال کریں

Grievance Redressal Mechanism of PHCIP







Grievance Redressal Mechanism (GRM) of Punjab Human Capital Investment Project (PHCIP)

All implementing agencies/partners/service providers (i.e., PHCIP-PSPA, Health Component-PHCIP-P&SHD, Education Component-PHCIP-SED and Implementing Partner of Economic Inclusion etc, are responsible for dealing with their related grievances by establishing independent Grievance Redressal Cells (GRCs). These GRCs are integrated with PHCIP- PSPA GRC for reporting purposes.

- A standard form, module/data entry mechanism is to be developed to record complaints that are received from actual and potential beneficiaries, communities, organizations, or other stakeholders, by any means.
- Health Component-PHCIP and SED Component-PHCIP requires to install/place complaint/suggestion boxes with proper lock & key at all health facilities and schools respectively for receiving complaints and suggestions.
- The procedure to complain is to also be communicated to all stakeholders by the respective components/partners through their communication wings.
- In case of inquiry required on any complaint, concerned focal persons will be responsible for the conduct of transparent inquiry with/without the assistance of PHCIP-PSPA field operations teams, and reports will be prepared for due action in light of the findings of the inquiry.
- In addition to that, a Helpline / Call Centre will be established for PHCIP by acquiring the services of a third party till the establishment of PSPA's call center. The call center will maintain databases of all callers/complainants for in-depth analysis for further improvement of program design if required at any stage.
- Moreover, PHCIP/PSPA will also make Robo-Calls through this center to create awareness among beneficiaries about the goals, objectives, and enrolment criteria of its programs, whenever required.
- The IPs for the Economic Inclusion component will also maintain a case management system and GRM, where the PSPA will also be able to access the data.

PHCIP/PSPA

- ❖ **All PSPA Programs, Aaghosh & Khud Mukhtar**
- Grievance Redressal Cell (GRC) is addressing the complaints received from different sources including,
 - Phone calls (1221 short code will be launched during October 2022), Emails, Pakistan Citizen Portal, Ombudsman, Letter, Front Desk. See procedure to launch complaint.

Health Component -PHCIP

- ❖ **Health Facilities, Health Staff, EMR App & HISDU Issues**
- Health has established its GRM and circulated WhatsApp number among Health Facilities/Staff

Education Component -PHCIP

- ❖ **Bunyard** - The applicants can track the progress of the complaint on the URL by proving the ID and CNIC Number. <http://complaints.schools.punjab.gov.pk/>

School Education Hotline	Portal Access	PMIU Complaints	Administrator
042-111-11-2020	https://crm.punjab.gov.pk	M&E Wing PMIU and DEAs	PITB




Launching in October 2022



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PROJECT**

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