

# Indigenous Peoples Development Framework

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Tribal Peoples Development Framework  
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## BAN: Secondary Education Sector Development Program

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## TRIBAL PEOPLE'S DEVELOPMENT FRAMEWORK

### A. The Sector Development Program

1. The overall objective of the Secondary Education Sector Development Program (SESDP) is to contribute to poverty reduction in Bangladesh by improving the quality of and increasing access to secondary education. SESDP will support the long-term goal of secondary education reform by establishing a secondary education system that responds to a growing formal economy. The objective is to support the implementation of adopted reforms and of the updated Secondary Education Sector Development Plan. The updated plan aims at (i) strengthening the management of the secondary education system, (ii) improving the quality of secondary education, (iii) strengthening madrasah education, and (iv) increasing access to secondary education.

2. The program loan comprises critical policy actions related to the four main sector challenges. The salient features of the policy include, among others, (i) the decentralization of secondary education management, (ii) national implementation of decentralized education management information system (EMIS), (iii) national implementation of school performance-based management, (iv) functional specialization, (v) introduction of the new grades 9-10 curricula, (vi) reform of secondary school certificate (SSC) examination, (vii) introduction of school-based assessment (SBA) for grades 6-9, and (viii) review of the female secondary stipends' program.

3. The project loan will focus on improving the efficiency, quality of, and access to secondary education. It will comprise three components: (i) increasing accountability and transparency in secondary education management, (ii) improving the quality of education, and (iii) improving equity of access to secondary education.

4. *Impact of the Project on Tribal People.* The reforms under the program loan are not foreseen to impact negatively on tribal people (TP),<sup>1</sup> rather, their national implementation will improve the quality of secondary education for all groups. With decentralization of responsibilities and creation of new posts at the zonal and district levels, there will be better understanding of the local situation that should contribute to faster decision-making, which will benefit rural communities, including TP living in rural and remote areas. The monitoring and quality assurance component will assist the Government help weak-performing schools, many of whom are in the rural areas, and offer them support through the school performance-based management system. Revision of curricula towards greater relevance to the labor market and learning and analytical skills will contribute to improved learning relevance to the labor market, which should help improve the income-earning opportunities of secondary education students, including members of TP groups. .

5. Poverty-targeted stipends will reduce the cost school attendance among the poor, some of whom belong to TP groups. This would encourage them to enroll and continue their education. The civil works components of the SESDP project loan will help increase equity in access for the poor and improve the learning environment in crowded schools enrolling girls. Provision of toilets for females and tubewells will improve the learning conditions of schoolchildren and teachers, particularly females.

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<sup>1</sup> The Government uses the term "indigenous people/adviasi" in its Poverty Reduction Strategy Paper.

## B. Background

6. TP comprise about less than 1% (2 million) of the population of Bangladesh. Bangladesh is largely a mono-cultural society, with the notable exception of the minority tribal communities (TPs) living in the Chittagong Hill Tracts (CHT), in parts of Sylhet, Mymensingh, Dinajpur and Rajshahi. TP live mainly in the Chittagong Hill Tracts and in mostly rural communities in Mymensingh and Sylhet, Dinajpur and Rajshahi. The Chittagong Hill Tracts are divided into 3 areas for administrative purposes: Khagrachari, Rangamati and Bandarban. There are 11 tribal groups in CHT with separate identities: specific racial background, language, heritage, and culture. The largest groups are the Chakmas, Marmas, and Tripuras. They differ in their social organization, marriage customs, birth and death rites, food and other social customs from the people of the rest of the country. There is lack of information on their socioeconomic indicators. Tribal communities largely speak Tibeto-Burman languages. The largest tribal groups are the Chakmas, Maghs (Marmas), Tripuras, Murangs, Kukis and Saontals.

7. The economic situation of TP is tied to the land. However, problems relating to land ownership have made them marginalized and vulnerable.<sup>2</sup> Land titles still have not been issued to many despite their occupancy for decades and centuries. In search of economic survival, many TP are migrating to towns and cities.

8. According to available research, TP have lesser opportunities in education and skill development than their mainstream counterparts. Illiteracy is high. Parents and guardians of school-aged children have little or no education.<sup>3</sup> TP coming from poor households have poorer education outcomes. Weak learners from tribal communities come from poor households and most are engaged in income generation activities. There is a lack of committed individuals to encourage the tribal communities to appreciate the importance and benefits of education. There is a shortage of skilled teachers drawn from the tribal communities. The quality of teaching at the primary level is poor and teaching and learning aids are insufficient.

9. The Chittagong Hill Tracts Development Plan (Plan) has been designed to assure the optimal participation of tribal communities, women and communities living in remote areas of the CHT. Some of the objectives of the Plan have already been achieved in the context of secondary education, which are indicated from the comparative data of the “baseline scenario” and the “improved scenario” in the CHT Region Development Plan, TA No. 3328-BAN, Final Report.

10. Apart for the CHT Region Development Plan of GoB, different nongovernment organizations are also working towards the development of the tribal communities. Of the educational programs, BRAC has been supporting 400 schools of the secondary education system through PACE, of which 125 schools are located in the location where people of the tribal communities reside. Under the program, teachers of nongovernment schools receive training on how to manage schools better and improve the quality of education. It has been realized that the performance of the TP schools is not satisfactory and requires special attention for improvement. Through an exploratory study, BRAC PACE has identified barriers of quality performance faced by students of TP schools and provided suggestions to improve the performance of these students by addressing the role of teachers.

<sup>2</sup> PEDP II. Draft Situational Analysis, Strategies and Action Plan for Mainstreaming Tribal Children’s Education Outside the Chittagong Hill Tracts. December 2005.

<sup>3</sup> Nasreen, Mahbuba. Performance of ethnic minority students in Secondary Education: An Exploratory Study of Selected BRAC-PACE schools, 2005

### **C. Legal Framework**

11. The national Constitution outlaws discrimination on basis of race, religion and birthplace and provides scope for affirmative action in favor of the “backward section of citizens.” Thus, a specified number of public sector jobs and seats in government education institutions are reserved for TPs. Other laws have also been enacted that contain reference to TPs. These include the East Bengal State Acquisition and Tenancy Act of 1950, the Chittagong Hill Tracts Regulation of 1900, Hill District Council Acts of 1989, and the Chittagong Hill Tracts Regional Council Act of 1998. The Poverty Reduction Strategy Paper (PRSP) recognizes the problems they face and their lack of opportunities. The PRSP has recommended actions to improve the situation of TPs, including affirmative action at higher levels of education and skill training to improve their opportunities for market- or self-employment.<sup>4</sup>

12. The PRSP aims to make the maximum impact on poverty, especially in minimizing the severity of poverty, when these are targeted on the poor regions with special focus on the needs of the most disadvantaged populations and tribal groups. Policies and institutional actions delineated under the strategy will be designed to reach out to the poorest and the remote rural areas, which are vulnerable to adverse ecological processes, and those with high concentration of socially disadvantaged and marginal tribal groups.

### **D. Objectives of Tribal People’s Development Framework**

13. The objective of the Tribal People’s Development Framework (TPDF) is to provide a framework for TP to participate in and benefit equitably from the Program in accordance with the ADB’s Policy on Indigenous Peoples of 1998.

### **E. Proposed Strategies for Addressing Issues Related to Tribal People**

14. SESDP will implement reforms to improve the quality, equity of access, and management of secondary education nationwide. As such, SESDP will benefit all schools, government and nongovernment, including those located in rural areas, and secondary school students, including TP. The supported reforms include:

- (i) increased decentralization of management responsibilities;
- (ii) establishment of a monitoring and quality assurance system;
- (iii) national implementation of school performance-based management system;
- (iv) national implementation of education management information system (EMIS);
- (v) revision of curricula towards greater relevance to the labor market and further education;
- (vi) strengthened student assessment;
- (vii) underserved areas, including rural areas, assisted; and
- (viii) implementation of poverty-targeted stipends.

15. In addition, during project implementation, the following strategies are included to facilitate addressing TP issues:

- (i) In the CHT and other parts of Bangladesh with tribal people and are underserved, provision will be made to help ensure that equitable access to quality secondary education is available to all children through the establishment

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<sup>4</sup> Government of the People’s Republic of Bangladesh. 2005. *Unlocking the Potential: National Strategy for Accelerated Poverty Reduction*. Dhaka.

of new schools and classrooms targeted to underserved areas. The new secondary schools will be established in underserved areas meeting the criteria of no school within 3 kilometers,<sup>5</sup> minimum of 280 students, and a minimum population of 4,600 for a coeducational secondary school.

- (ii) Given the poverty faced by many TP households, the project is reducing the barriers that prevent TP children access and participation in general secondary schools by introducing poverty-targeted stipends.
- (iii) The Project loan will support the construction of schools in at least 5 underserved thanas where TP live and meet the criteria for civil works;
- (iv) The Project loan will support the construction of additional classrooms in at least 25 schools that meet the criteria for civil works and are located in thanas where TP reside;
- (v) The services of a social development and gender specialist to support Program implementation will be obtained. The specialist will, among others, help develop a situation analysis, strategy, and action plan for the participation of tribal peoples in secondary education;
- (vi) The Project Implementation Unit (PIU) and the Directorate of Secondary and Higher Education (DSHE) will collect Project baseline TP-disaggregated data, and, thereafter, regularly collect and maintain TP-disaggregated data in its database.
- (vii) PIU, in cooperation with DSHE will regularly analyze Project output and impact indicators, including by TP; and
- (viii) In recruiting new teaching staff in new schools serving communities with TP built through Project money, priority will be given to those who are from the immediate community.

## **F. Procedures**

16. A TPDP is a policy and procedural framework for tribal people's development plans (TPDPs) that are developed for subprojects, components, or investments, and that are to be approved during loan implementation. The Government will prepare a specific action for TP groups for subprojects with limited impacts on TP or when there is a risk that the project may not bring intended benefits to the affected TP within a specific plan.

17. A TPDP addresses the following issues: (i) aspirations, needs, and preferred options of the affected TPs; (ii) local social organization, cultural beliefs, ancestral territory, and resource use patterns among the affected TP; (iii) potential positive and negative impacts on TP; (iv) measures to avoid, mitigate, or compensate for the adverse project effects; (v) measures to ensure project benefits will accrue to TPs; (vi) measure to strengthen social, legal, and technical capabilities of government institutions to address TP issues; (vii) the possibility of involving local organizations and non-governmental organizations with expertise in TP issues; (viii) budget allocation; and (ix) monitoring.

18. A tribal people's specific action (TPSA) may take the form of: (i) incorporating TP (who might be excluded from the project) into the project beneficiary group, (ii) incorporating TPs' specific needs (that may not be addressed by the project) into the project plan, and (iii) a common community action plan where TP live with non-TP in the same project location.

19. The TPDP or TPSA will be submitted to ADB for review and concurrence.

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<sup>5</sup> This criterion may be relaxed for new schools to be located in tribal communities or where many tribal people live.

**G. Implementation Arrangements**

20. The executing agency for the Project, the Ministry of Education (MOE), and the implementing agency, DSHE, will ensure that the strategies are fulfilled during Project implementation. The PIU will have the day-to-day responsibility of coordinating these tasks. The social development and gender specialist will assist the PIU in implementing this strategy.

**H. Cost Estimates and Financing**

21. The Project's budget will allocate adequate resources for the various components and activities of the Project to implement the strategy. The social development and gender specialist will support the implementation of this TPDF.

**I. Monitoring and Evaluation**

22. As executing agency, the MOE will be responsible for monitoring and evaluation of activities related to TP. The Project will collect TP-disaggregated data. The PIU will regularly analyze Project output and impact indicators, including by TP.