

Indigenous People Monitoring Report

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BANGLADESH: Secondary Education Sector Investment Program - Tranches 1 and 2

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Government of the People's Republic of Bangladesh
Ministry of Education
Directorate of Secondary and Higher Education (DSHE)

**Semi Annual
Social Safeguard Monitoring Report**

3320 and 3047-BAN (SF): Secondary Education Sector
Investment Program (SESIP)- Tranche 1 and 2

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List of Abbreviations

ADB	:	Asian Development Bank
AE	:	Assistant Engineer
AP	:	Affected Person
ARIPA	:	Acquisition and Requisition of Immovable Property Act
CA	:	Continuous Assessment
CEMP	:	Compliance of Environmental Management Plan
CHT	:	Chittagong Hill Tracts
CI	:	Curricular Implementation
CRF&SECPF:		Combined Resettlement Framework and Small Ethnic Communities Planning Framework
CSE	:	Construction and Supervision Engineer
CQ	:	Creative Question
DCBP	:	Detailed Capacity Building Program
DEO	:	District Education Officer
DP	:	Development Partner
DSHE	:	Directorate of Secondary and Higher Education
EE	:	Executive Engineer
EED	:	Education Engineering Department
EMP	:	Environmental Management Plan
FSECP	:	Framework for Small Ethnic Community Plan
FGD	:	Focused Group Discussion
GoB	:	Government of Bangladesh
GRM	:	Grievance Redress Mechanism
HDC	:	Hill District Council
HTT	:	Head Teacher Training
ICT	:	Information and Communication Technology
ILC	:	ICT Learning Center
IPP	:	Indigenous Peoples' Plan
IR	:	Involuntary Resettlement
IRF	:	Involuntary Resettlement Framework
LSBE	:	Life Skill Based Education

MOE	:	Ministry of Education
MTTI	:	Madrasah Teaching Training Institute
NAEM	:	National Academy for Education Management
NCTB	:	National Curriculum and Textbook Board
NEP	:	National Education Policy
PD	:	Project Director
PAP	:	Project Affected People
PBM	:	Performance Based Management
PC	:	Planning Cell
PMU	:	Project Management Unit
PST	:	Practical Science Training
PVIP	:	Pro-Voc and Vocational Implementation Program
PWD	:	Public Works Department
RAP	:	Resettlement Action Plan
RP	:	Resettlement Plan
RTT	:	Resource Teacher Training
MTTI	:	Madrasah Teaching Training Institute
RPF	:	Resettlement Policy Framework
RO	:	Regional Office
RT	:	Resource Teacher
SCM	:	Stakeholders Consultation Meeting
SDG	:	Millennium Development Goal
SE	:	Superintendent Engineer
SEDP	:	Secondary Education Development Program
SEC	:	Small Ethnic Communities
SECP	:	Small Ethnic Community Plan
SECPPF	:	Small Ethnic Communities Peoples Planning Framework
SESIP	:	Secondary Education Sector Investment Program
SMC	:	Social Management Committee
SMP	:	Social Monitoring Plan
SPS	:	Safeguard Policy Statement

SPSU	:	Sector Program Support Unit
SS	:	Social Safeguard
SSMAP	:	Social Safeguards Monitoring Action Plan
SSMR	:	Social Safeguard Monitoring Report
SSSP	:	Senior Social Safeguard Specialist
SSQS	:	Secondary School Quality Standard
TC	:	Trade Course
TCG	:	Teachers' Curriculum Guideline
TSEO	:	Thana Secondary Education Office/Officer
UN	:	United Nations
VT	:	Vocational Trade
WASH	:	Water Sanitation and Hygiene

EXECUTIVE SUMMARY

1. Introduction

The Secondary Education Sector Investment Program (SESIP) has been supporting the secondary education in Bangladesh for over 10 years (2013–2022), using a multi-tranche financing facility. The program supports construction, extension, and renovation of school buildings, including ICT and science laboratories, Madrasah Teaching Training Institute (MTTI), construction of upazila/thana education offices and new Directorate of Secondary and Higher Education (DSHE) building. SESIP complies with the Asian Development Bank's (ADB's) Safeguard Policy Statement (SPS-2009). The Combined Resettlement Framework and Small Ethnic Communities Planning Framework (CRF&SECPF) and Social Safeguards Monitoring Action Plan (SSMAP) were prepared in 2019 by adopting the Land Acquisition and Requisition Act (ARIPA), 2017, and the Resettlement Guideline, 2018 of the Government of Bangladesh (GoB) and SPS (2009) of ADB.

The program has provided an opportunity to improve and develop infrastructures and providing other facilities for marginalized students by taking appropriate mitigation measures regarding social safeguard issues. This report presents the status of the social safeguard issues in implementing in respect of the CRF&SECPF as well as SSMAP for January to June 2021. This report is mainly based on document review, data collected from concerned officers and consultants involved with the program.

2. Project Activities

SESIP has three key result areas: (i) enhanced quality and relevance of secondary education, (ii) more equitable access and better retention, and (iii) strengthened secondary education management and governance. Among all the activities, social safeguard issues concerning Involuntary Resettlement (IR) and safeguard of the interest of the Small Ethnic Communities (SEC)/Indigenous People (IP) are given special attention.

Major infrastructures of the program are school buildings that are built on already acquired areas and did not trigger any IR issue. Work orders for five metropolitan Thana Education Offices (TEO) have been approved. However, three are completed, and one is close to completion. One targeted school could not provide land within the school premises. The work order for this activity is in the process of cancellation. All these TEOs are on the vacant land in the existing government schools. Thus, no negative social safeguard issues have arisen. The Bandarban District Education Office (DEO) site was changed to a site donated by the Hill District Council (HDC) of Bandarban. This was a vacant land beside a lake covered with thin forest and did not trigger any displacement or loss, physical or economic to any people. However, necessary social safeguard measures were taken into consideration during the planning and construction of the buildings. An IR and SEC assessment using the checklists provided in the CRF&SECPF and SSMAP for school development were conducted. The results of the assessment demonstrated that the subproject is unlikely to cause significant adverse impacts in respect of IR and SEC issues. The proposed infrastructure development sub-projects of SESIP are classified as IR Category "C" and IP/SEC Category "B" as per the ADB SPS 2009 as no significant impacts are envisaged.

SESIP includes renovation of classrooms, libraries, laboratories, storage, and provision of furniture, science equipment and teaching aids, where necessary. The social implications of the proposed civil works are expected to be minimal, and within a manageable limit. Civil works and supply of furniture for all 640 school/madrasahs are now complete, as is the case for ICT hardware and software supply. The 640 schools/madrasahs were selected for extra classrooms through vertical/horizontal extension for Pro-Voc and vocational courses under the Pro-Voc and Vocational Implementation Program (PVIP). Vertical extensions and outfitting for training venues in 53 District Education Offices (DEOs) assured minimum social safeguard impact. A new DSHE building will be constructed within the current premises of DSHE. Thus, practically a new modern building will be replacing the existing old building. The teachers and students select ten categories of trades under eight sectors for their life skills development.

3. Scope of the Monitoring Report

The Education Engineering Department (EED) is assigned and responsible for screening each sub-project for categorization. This will be the basis for selecting the location and the design of the infrastructure.

Implementation of CRF&SECPF and SSMAF will undertake the following activities:

- Field monitoring on site selection, and appropriate mitigation measure performance by Upazila/Thana Secondary Education Officer (TSEO);
- Guidance to EED personnel on social safeguard monitoring aspect, in the field practice;
- Recommendations to EED to implement all IR and SEC related issues as stated in CRF&SECPF and SSMAF, and other related social safeguard issues; and
- Advice EED for actions to mitigate or rectify issues that are observed in the field.

Social Safeguards Monitoring includes:

- Determining adequacy of cost for Resettlement Action Plan (RAP)/ Small Ethnic Community Plan (SECP)/ Indigenous Peoples' Plan (IPP) implementation;
- Addressing any concern related to IR or SECP/IPP as guided in the Safeguard Monitoring Framework (SMF) and Framework for Small Ethnic Community Plan (FSECP);
- Implementing CRF&SECPF and SSMAF, including social safeguard monitoring of TEO/EED representatives;
- Undertake corrective actions when necessary to ensure that there is/are no negative social safeguard impacts;
- Establishing the grievance mechanism for safeguards and addressing any grievances brought about through the GRM in a timely manner as per CRF&SECPF and SSMAF;
- Submitting semi-annually Social Safeguards Monitoring Report (SSMR) to Project Management Unit (PMU) [Sector Program Support Unit (SPSU)];

- Provide training to the SPSU safeguards officer and the PIUs (EED) safeguard assistants on social safeguard awareness and management in accordance with both ADB and GoB requirements, and implement the capacity building program for PMU/SPSU, Project Implementing Units (PIUs), and all staff involved in project; and
- Providing induction courses to train concerned officers of EED and District Education Officer (DEO) to prepare RAP and SECP/IPP as well as implementation, as and when required.

4. Status of Progress

Different categories of sub-projects are undertaken under SESIP. One hundred schools and 640 PVIP are basically of two types, horizontal/ new or vertical extension. The architectural plan of the vertical extension is determined by the architectural plan of the existing buildings. As these are vertical extensions, it is assessed that there is no or negligible safeguard impact. It should also be kept in mind that the schools are buildings, but they are a combination of many items such as a playground that offer learning opportunities. Out of 100 selected schools, classroom added with 68 horizontal/new and 32 are added with floor by vertical extension. Horizontal/Vertical extension of 46 DEO on the existing building, four new in school premises in metropolitan areas, one new at Bandarban and adding floor to the NAEM hostel is completed. Moreover about 70 additional schools are selected for setting up of ICT Learning Center (ILC).

Civil works for 640 ICT-Learning centers are complete (100%), and necessary furniture and equipment are being supplied. The completion rate is 100% for 68 new buildings and 32 vertical extension of 100 schools under refurbishment. Infrastructure improvement of hostel and classrooms at NAEM has been completed.

Construction Supervision Engineers (CSE) of EED as the Social Safeguard focal person have accomplished:

- Undertaking social assessment through screening the subproject for categorization, and database for selecting the location, planning and design. This has encouraged and helped to make social assessment assured in addressing the social safeguard issues.
- Supervising the monitoring of taking mitigation measures during the design and implementation stage.
- Collaborating with social safeguard experts with monitoring data for regular submission of the semi-annual Social Safeguard Monitoring Report (SSMR) to SPSU (GoB) and ADB.

The social safeguard monitoring report follows up to the safeguard assessment in selecting location, design, and implementation stages as stated in CRF&SECPF and SSMAF. This will ensure that the concerned officials will follow the required social mitigation measures as stated in CRF&SECPF and SSMAF. This has been agreed between ADB and GoB as a condition of the SESIP program loan.

5. SESIP Funded Training Programs

SESIP arranged a number of training programs for different group of stakeholders including head teachers, ICT concerned persons, resource teachers and others to enhance the quality of education in different parts of Bangladesh, including the remote areas and covering SEC/IP community people. In total, 947,518 persons have received training on different programs since the program inception in 2013-2014 until 30 June 2021. The trainings have been conducted under eleven headings and the trainees are mostly teachers, while some officers from various zones have also received training. More than five thousand persons received online training during the COVID-19 pandemic situation. The highest number of teachers received training on Curricular Implementation (CI), followed by Live Skill Based Education (LSBE), and Teacher's Curriculum Guideline (TCG). In different training programs, special attention was given to assure the participation of the Small Ethnic Community (SEC) stakeholders, mainly teachers and other concerned persons of the schools and madrasahs. Various kinds of trainings have been organized in different district offices as well as in zonal offices, NCTB and NAEM. Highest number of SEC participants are found in Rangamati, followed by Khagrachari and Bandarban districts. A total of 2,434 people from SEC community obtained training on different issues including TCG, LSBE, PBM until 30 June 2021. LSBE seems to be a very popular or desired training followed by PBM and TCG.

6. Social Safeguard Monitoring

The Social Safeguard Monitoring focuses on the implementation of mitigation measures during the selection of project/sub-project locations and implementation period and inside school management. The choice of project/sub-project location and project implementation are carried out under the overall supervision of the TSEO and EED. The project falls under “C” category in terms of IR issues and under “B” category in terms of SEC issues according to ADB Safeguard Policy Statement. All subprojects require to follow CRF&SECPF and SSMAP; but the extension of school building/infrastructure development subprojects has minimal impacts. Secondary School Quality Standard (SSQS), as approved by MOE can be used to monitor and standardize the schools both in physical facilities and social safeguard.

One of the main constraints in school infrastructure improvement is the land. Most school lack the availability of land for better planning of schools that can support the extracurricular practices of the students, in addition to the regular academic activities. The selection of schools for providing additional facilities under SESIP should have been consulted with the TSEO and EED before allotting the fund for construction of the building. This process of consultation would ensure that engineering planning and design are properly undertaken redressing any negative impact on the property or livelihood, as well as ensure natural light and ventilation in the classrooms.

7. Implementation of CRF&SECPF/SSMAP

The Combined Resettlement Framework & Small Ethnic Communities Planning Framework (CRF&SECPF) was prepared in July 2019 to make the social safeguard assessment. A review procedure has been prepared to facilitate compliance of SESIP infrastructures and other interventions with the land acquisition Act, 2017 and Resettlement Guideline, 2018 of the Government of Bangladesh (GoB) and SPS (2009) of ADB. The Social Safeguards Monitoring Action Plan (SSMAP) was also prepared in October 2019 to facilitate monitoring of social safeguard issues. The EED, through its Sector Program Support Unit (SPSU), is responsible to implement the overall safeguard issues. However, during the selection process of location and construction stage, the EED's nominated person and TSEO are responsible to mitigate all social impacts related with the project activities. The Planning Cell (PC) of EED is responsible for selecting the location, design, construction, mitigating any social issues, if required, and for the maintaining the infrastructure of the project.

A social assessment, using the checklist attached with the frameworks for the development of sub-projects, has been conducted and the results of the assessment demonstrated that the subprojects do not cause significant adverse impacts. To monitor the respective frameworks, EED has engaged a social safeguard officer. Financial cost provision for the IR and SEC/IP issues will be borne by the Government of Bangladesh (GoB). Necessary funds need to be provided to respective upazila/thana secondary education office/EED from the project budget based on as and when required. RAP and SECP would present their individual budget provision if these are needed to be prepared after a thorough evaluation of the social issues. So far, allocating budget for the purpose has not been required as no special social issues have been raised and did not trigger the necessity to prepare any RAP or SECP.

8. Capacity Development

Capacity building is how individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. Capacity on social safeguard management needs to be strengthened at all levels of the Executing Agency (EA), including DSHE, TSEO, EED, PIU/SPSU of SESIP. SESIP has been undertaking capacity-building measures through training, exposure visit to ideal schools in major divisions. SESIP has developed a Detailed Capacity Building Program (DCBP) on social safeguard issues as per need for CRF&SECPF, and SSMAP. Trainings were to be organized for EED Engineers, SMC, and Contractors with support from ADB, BRM resource persons or experts in concerned field for training on social safeguard issues. Personnel, including staff and employees are to undertake appropriate training to ensure they are aware of their responsibilities in respect to all social safeguard issues and management. It was planned to conduct this training program from March through May 2020. Unfortunately, it could be implemented because of pandemic situation for COVID-19. It is expected that the training will be organized in September 2021 with improved conditions to conduct the training program. The Senior Social Safeguard Specialist has made a presentation on social safeguard issues among the SPSU team members, concern officials and consultants involved with SESIP, covering ADB requirements and relevant GoB laws/acts in the last week of September 2019.

9. Conclusion and Recommendations

Among all the SESIP activities, social safeguard issues concerning IR and SEC are given special attention. Appropriate mitigation measures on these issues have already been taken by following CRF&SECPF, and SSMAP. The EED has assured appropriate screening process and other measures during implementation of all the subprojects. SESIP has given attention to assure the participation of the SEC stakeholders in receiving different trainings to enhance the quality of education.

The key issues and measures recommended are:

- (i) conduct social assessment for all the sub-projects through the checklist provided in the CRF&SECPF and SSMAP;
- (ii) prepare RAP and SECP/IPP for those sub-projects which have adverse impacts like losing resources or livelihood by the people who have stake on the land where subproject is to be implemented. Special attention needs to be given if any SEC/IP would face any negative impact in terms of losing resources, livelihood, community property or face any hindrance in performing their traditional rituals and other community benefits; and
- (iii) special attention to be given in social development of SEC people through providing training.

1. INTRODUCTION

A. Project Background

1. The Secondary Education Sector Investment Program (SESIP) was approved by the Asian Development Bank's (ADB) Board in September 2013. SESIP has been supporting secondary education in Bangladesh over 10 years (2013–2022), using a multi-tranche financing facility. Periodic Financing Request 1 (Tranche 1, 2013–2017) has a budget of \$90 million and Tranche 2 (2015–2017) has a budget of \$180 million.

2. SESIP supports the implementation of key reforms envisaged in the National Education Policy (NEP) 2010, in a phased manner. SESIP also adopted a sector-wide approach that supports a government-led common secondary education program framework with enhanced harmonization of ADB and other development partner's assistance. The Ministry of Education (MOE) is the executing agency of SESIP, and the Directorate of Secondary and Higher Education (DSHE) is the implementing agency.

3. The program provides support for upgrading physical facilities and providing equipment of government district and upazila level secondary education offices. The program also includes school infrastructure development – construction, extension, and renovation of school buildings, including ICT and science laboratories, Madrasah Teaching Training Institute (MTTI) and construction of upazila/thana education offices and new Directorate of Secondary and Higher Education (DSHE) building. The support includes renovation of classrooms, libraries, laboratories, storage, science equipment and teaching aids, where necessary.

4. All projects funded by ADB must comply with ADB's Safeguard Policy Statement (SPS) (2009) which includes operational policies that seek to avoid, minimize, or mitigate adverse social impacts, including protecting the rights of those likely to be affected or marginalized by the development process. The MOE has agreed with ADB to undertake social impact assessment of relevant civil works to ensure that the potential adverse social impacts are appropriately addressed in line with ADB's SPS (2009).

5. SESIP prepared the Combined Resettlement Framework and Small Ethnic Communities Planning Framework (CRF&SECPF) in 2019. This document includes Social Management Framework (SMF) and Framework for Small Ethnic Community People (FSECP) by adopting the Land Acquisition and Requisition Act (ARIPA), 2017 and Resettlement Guideline, 2018 of the Government of Bangladesh (GoB) and SPS (2009) of ADB. These reports identified indicators of assessment and established a baseline for safeguard considerations under ADB guidelines for implementation of different components of SESIP. Under the compliance of these frameworks, guidelines for impact on communities include, obtaining different types of land should there be such need; compensation principles and standards; monitoring and reporting; consultation, participation, and disclosure, addressing grievances, if arise are indicated. Although it has been concluded from the baseline safeguard assessment that there is likely to be no physical displacement or little economic displacement of project affected peoples (PAPs), and the social impact of civil works is anticipated to be nominal. However, the CRF&SECPF clearly defines all

anticipated mitigation measures. Another document namely Social Safeguards Monitoring Action Plan (SSMAP) was prepared in October 2019 to facilitate monitoring of the safeguard issues related to the project in compliance with ADB and GoB requirements.

6. Considering that the program is expected to have limited and minimum adverse social impacts, the program is categorized as “C” for Involuntary Resettlement (IR) and as “B” for the Indigenous People (IP) aspects, in other words Small Ethnic Community (SEC) aspect in the context of Bangladesh. The program, based on needs assessment and agreed criteria, is expected to support construction of new school buildings, upazila/thana secondary education offices, renovation, repair and maintenance of existing building, provision of safe drinking water, proper ventilation and lighting in the buildings, adequate sanitation, and drainage facilities. Additionally, program components/ “subprojects” may have very minor social impacts if not properly designed, executed, and mitigation measures not implemented. Most of the project impacts are be very local due to relatively small-scale activities and has been addressed with proper mitigation measures and good housekeeping practices.

7. The Education Engineering Department (EED) is responsible for design, construction, and maintenance of the infrastructures of the program. The program proponent is to deploy a focal person for social issues who leads the social impact mitigation activities and implementation of the CRF&SECPF. Ideally, these frameworks should also cover social safeguards. Selected staff of the EED is assigned as social focal points. The SSMAP is there as a guideline to the Assistant Engineers (AE) at Regional Offices (RO) who will carry out social screening of all “subprojects” and prepare a social assessment for each project activities or “subproject” in compliance with the CRF&SECPF and follow the guidelines provided in SSMAP. The Executive Engineer reviews the screening report and social assessment through field visits. The Sector Program Support Unit (SPSU) ensures in conducting meaningful public consultation with affected people and concerned stakeholders, including civil society and facilitates their informed participation.

B. Objectives of the Study

8. The SESIP program has completed almost seven years. The program provides an opportunity to enhance systems to ensure provision of improvement and development of infrastructures and providing other facilities for marginalized communities while also providing an opportunity to take appropriate mitigation measures regarding social safeguard issues. The infrastructure improvement also includes water supply, sanitation, and promotion of hygiene. Having properly maintained WASH facilities in schools can have a multitude of benefits including (a) reducing the disease burden associated with unsafe water supply and sanitation and improve the quality of life, (b) decreasing of dropout and increasing academic performance. WASH promotion in school is a first step towards ensuring a healthy physical learning environment. Schools influence children behavior and childhood is the best time for children to learn hygiene behavior.

9. This report presents the status of the social safeguard issues in implementing mainly the engineering activities as well as some social parameters of the program in respect of the CRF&SECPF as well as SSMAP for the period of January to June 2021. This report is very much in line with the Semi-annual Environmental (Safeguard) Monitoring Report June 2021 in terms of data for the infrastructures improved/developed in this period. This report is mainly based on

secondary data collected through document review as well as from the officials and consultants involved with the program. This report could not incorporate any additional field level data because of the pandemic situation for COVIT 19 since March 2020.

2. PROJECT ACTIVITIES

A. Project Key Results Areas

10. SESIP has three key results areas: (i) enhanced quality and relevance of secondary education, (ii) more equitable access and better retention, and (iii) strengthened secondary education management and governance. Major activities of SESIP are:

- Provide support to enhance quality and relevance of secondary education through reviewing the quality and relevance of secondary level curriculum;
- Provide support to enhance quality and relevance of secondary education through curriculum implementation training for core subject teachers and ICT;
- Support activity-based science teaching for core subject teacher training;
- Provide relevant teaching-learning materials and science equipment to schools and madrasahs;
- Organize e-learning media campaign to popularize science subjects at secondary level;
- Improve assessment and examination system based on pedagogy and taxonomy of learning;
- Facilitate enhanced use of ICT for pedagogy and establishment of ICT Learning Center (ILC) in selected institutions;
- Implement pre-vocational and vocational programs in selected institutions;
- Increase equitable access and retention and reduction of dropout rate;
- Improve access and retention by providing Resource Teachers (RT) in selected institutions;
- Strengthen education management and governance through decentralization;
- Strengthen the EMIS, DSHE;
- Support capacity building of DSHE; and
- Improve quality assurance in secondary education through strengthened, data-driven monitoring and evaluation.

11. Among all the activities social safeguard issues concerning Involuntary Resettlement (IR) and safeguard for the interest of the Small Ethnic Communities (SEC)/Indigenous People (IP) are mainly related to:

- Construction of additional classrooms;
- Refurbishment of classrooms, Horizontal and Vertical;
- Construction and refurbishment of laboratories for science and vocational courses;
- Supplying of scientific instruments for laboratory;
- Supplying of equipment for Vocational Trades (VT);
- Supplying of classroom and laboratory furniture for Trade Courses (TC);
- Construction / extension of District and Upazila/Thana Education Offices (TEO).

B. Physical Infrastructure Development

12. Based on needs assessment and agreed criteria, the program supports construction of school buildings and repair and maintenance of existing schools. Facilities supports enhanced

use of information and communication technology for pedagogy and include construction/renovation for ICT Learning Centers (ILC) (formerly School Information Hubs), construction of upazila/thana education offices, and provision of safe drinking water, sanitation, and drainage facilities. Major infrastructure of the program is school buildings which are built on already acquired areas and did not trigger any IR issue. Work order for 5 Metropolitan Thana Education Offices (TEO) have been approved, 3 is completed as well as inaugurated by the Honorable Minister and the Deputy Minister, MOE on 26 June 2021, and one is close to be completed. All these TEOs are on the vacant land in the existing government schools, so did not trigger any IR issue. On the other hand, construction of one could not be initiated for land problem within the premise of Muslim High School, Dhaka, and the work order is in the process of cancellation. Vertical/ Horizontal extensions and outfitting for training venues in existing 53 District Education Offices (DEOs) are done. Social safeguard issues did not trigger here as these are done on existing buildings. One District Education Office (DEO) was planned in government land on the property of the Bandarban Govt. Girls' High School. The site was changed due to land dispute and changed to a site donated by the Hill District Council (HDC) of Bandarban. This was a vacant land, beside a lake and thin forest area and did not trigger any kind of displacement or loss, physical or economic in any form to any people. The work is almost complete and expected to be handover very soon. Social screening was conducted by AE of the regional office of EED. In addition to that public consultation was conducted by the representative of Sector Program Support Unit (SPSU) with concerned stakeholders, including civil society and SEC community in light with the SSMP as this sub-project is in Bandarban, one of the SEC concentrated areas of the country. A signboard is placed in front of the construction area narrating the project details. Presentation of project detail is one of the requirements of safeguard issues.

13. A social safeguard covering IR as well as SEC assessment using the checklists provided in the CRF&SECPF and SSMP for school development was conducted and the results of the assessment demonstrated that the subprojects are unlikely to cause significant adverse impacts in respect of IR and SEC issues. The proposed infrastructure development program sub-projects are classified as IR Category "C" and IP/SEC Category "B" as per the ADB SPS 2009 as no significant impacts are envisioned.

C. School Infrastructure Improvement

a. The SESIP Civil Works Program and Social Implications

14. SESIP is mostly focused on institutional aspects in the secondary education sector, some civil works is planned, according to the 5-year infrastructure development plan. The program provides support for upgrading the physical facilities and equipment of government secondary, upazila/thana education offices, including school infrastructure development – construction and renovation of school buildings, including science laboratories, vocational trade labs, stack yards, and Madrasah Teaching Training Institute (MTTI) and DEO office extension. Support also includes renovation of classrooms, libraries, laboratories, storage, and provision of supplying furniture, science equipment and teaching aids, where necessary.

This program includes:

- 640 school's classroom developed for school information hubs ICT learning centers;

- 640 schools/ madrasahs selected for additional classrooms for pre-vocational and vocational courses;
- Vertical extensions and outfitting for training venues in 53 District Education Offices (DEOs);
- Upgrading of 100 priority schools/madrasahs;
- 25 Thana Education Offices in Metropolitan cities;
- New DSHE building construction; and,
- Construction of the new Bandarban DEO.

15. The social implications of the proposed civil works are expected to be minimal, and manageable, with the following characteristics:

- ICT equipment within existing schools (mostly within existing building footprints, therefore innocuous in terms of social aspect).
- Extended buildings (vertical, for the most part); therefore, within existing building footprints; mostly innocuous in terms of IR and SEC; perhaps just increases in service demand (water, electricity, waste production); options for solar power (positive).
- New buildings: in existing urban or town areas (minimal social sensitivities); or possibly “green” field construction (higher risk of social vulnerabilities, depending on location); increase in local service demands; good options for climate proofing and use of solar power (positive).
- New DSHE building will be constructed within the same premise where existing DSHE building will be replaced by new and modern building. For this purpose, MOE is not going to acquire any additional land. The MOE will make alternate space arrangement to continue the DSHE activities without any disruption of regular activities of DSHE during the construction period. It is observed that this temporal dislocation will not create any negative impact on people or community in terms of loss of any livelihood or any other discomfort. However, during the design finalization and implementation social safeguard issues will be taken care by following the CRF&SECPF and necessary mitigation will be adopted as and when necessary.
- Preference will be given on the employment of local people.
- Main social sensitivities relate to ownership of land and locations in coastal areas (cyclone and flood risk), forested areas, and sloped areas (CHT). Potential issues related to drinking water quality in some locations (salinity, arsenic, etc.). Providing social security, adequate levels of water supply, sanitation and hygiene in schools is of direct relevance to the United Nations (UN) Sustainable Development Goals (SDGs) of achieving peace, justice, quality, and universal secondary education, promoting gender equality, and reducing child mortality. Most of the potential environmental and social issues associated with SESIP civil works will pertain to construction practices. As noted in the CRF&SECPF and SSMAP documents, the mitigation measures for construction practices will have to be monitored and reported accordingly.

16. Table 2.1 presents the major civil works involved that need social screening process and SSMAP.

**Table 2.1 The Major Civil Works Involved that Need Screening Process and SSMAF
(as on June 2021)**

Civil Works	Screening Process and SSMAF
640 schools/ madrasahs selected for extra classrooms for pre-vocational and vocational courses	640 subprojects
Vertical extensions and outfitting for training venues in 53 District Education Offices (DEOs)	53 (now 46) subprojects
Refurbishment of 100 priority schools/madrasahs;	100 completed with screening and SMF as well as EMP
Construction of the Bandarban DEO.	Completed with screening and SMF as well as EMP recommended
Metropolitan Thana Education Offices	4 (out of 25) under implementation. However, 3 is completed and one is close to be completed. One targeted school could not provide land within the school premise and work order is in the process of cancellation.
Additional schools under ICT	70 Schools subproject for ICT

Source: Compiled from SESIP, June 2021 and Semi-Annual Environmental (Safeguard) Report, June 2021

D. The SESIP funded Civil Works Program

a. 640 schools as school information hubs ICT learning centers ILC

17. Civil works and supplying of furniture are as per the Table 2.2 is complete. Supply of ICT hardware and software are also complete.

Table 2.2 Subproject Summary of 710 Schools ICT Learning Centers

Item of Works	Completion Status (Percentage)	Number
Civil Construction	100	640
Furniture for ILC	100	640
Computer hardware and software	100	640
Additional ILC selected	100	70

Source: SESIP, June 2021

b. 100 School Building (Infrastructure) Sub-projects for Extension/ Refurbishment

18. The building blocks and extension of classrooms are not well planned. Most schools do not have site plans for actual area of the schools. No thoughts have been given in positioning the building blocks and extension. These could have been made more user friendly and leaving sufficient area of the school for other activities. School environment should get priority in construction for ventilation, seating comfort ability, sanitation like separate toilets for boys and girls and other extracurricular activity area. In terms of social and environmental issues discomfort of the children during construction (dumping the construction materials and go down inside schools) can be avoided and preferential employment of local people can be facilitated if the supervising engineers could monitor the implementation of SMF and EMP by the contractor. The

progress report of the selected 100 schools shows partial compliance of the EMP referred by EARF (Table 2.3). However, social safeguard issues related to these infrastructures seemed to be in compliance with both the CRF&SECPF and SSMAF.

Table 2.3: Summary of 100 School (classroom) Extensions Subproject

Total Educational Institution Number			Tender Approved Total Educational Institution Number	Improvements				
				Completed				
				0%	0-50 %	51-75%	75-95%	100%
100	68(new building)	32(vert. extension)	100	0	0	0	0	100

Source: SESIP, June 2021

c. 640 Schools/Madrasahs Selected for Extra Classrooms for Pro-Voc and Vocational Courses

19. More focus has been given on changing the perception of existing vocational training opportunities through nationwide awareness program and advocacy. It should not be portrayed as an option for the less fortunate who can't invest in education and, thus, opt for technical training. Reform is required not just about new ways of doing things; it is about changing the mindset of the vocational sector. If the sector is to meet the increasing demands of the global labor market, it needs to focus quickly on becoming flexible, inclusive, efficient, and collaborative. More students should be encouraged to think outside the box, having fewer academic degrees and more practical knowledge, so that they can become highly skilled workers.

20. As such 640 Schools are being selected based on decision and criteria fixed taking opinion from all stakeholders as a plan to expand education on vocational trades in schools. Schools to be selected should fulfill the following criteria:

- a. Must have interest in conducting Pro-Voc and Vocational courses;
- b. Should have space to construct at least 2 additional rooms;
- c. Should have electricity;
- d. The school should have included in MPO and;
- e. However the conditions can be relaxed in case of geographically challenged area and underserved Charland, Haor and Hilly areas.

21. Based on the above criteria the following schools and institution has been selected

1. 487 schools selected from 490 Upazila
2. 64 madrasahs from 64 Upazila
3. 53 schools from inaccessible and underserved areas
4. 36 madrasahs from inaccessible and underserved areas

d. Vertical Extensions and Outfitting for Training Venues in 53 District Education Offices (DEOs)

22. The screening process of the existing buildings is important for the extension. In designing the vertical extension of the building, information from the site engineer will ensure no or minimum safeguard issues are involved. For horizontal extension, the site engineer will assure no land acquisition or use of additional land will be required outside the office premise or will take appropriate mitigation measures to address any social safeguard issues. That will help in minimizing social safeguard impact of the project. Several packages have been created for civil works for all selected 46 (out of 53) DEO building.

e. Vertical/Horizontal Extension of 640 Selected Schools for Pre-Voc and Vocational Courses

23. Civil works at the school based on harmonized design of infrastructure with local surroundings, preserving the social harmony, natural ecosystems around school building, and preference of students and teachers are ensured. Again, strict adherence to social and environmental codes of practice during construction activities (i.e. additional classrooms) needs to be maintained. In case of vertical extension, the site engineer will help design engineer ensuring the foundation condition to withstand the load of the building and do not create any negative impact in respect of physical or social issues on the surroundings.

f. Choice of Trades for Life Skills

24. To improve the life skills, the teachers, students, and guardians have selected ten categories of trades under eight sectors as offered through Pro-Voc and Vocational Implementation Program (PVIP) in 640 selected schools and madrasahs (Table 2.4). However, this table does not show the priority. On the other hand, it is observed that among eight most desired trades priority are greatly inclined towards ICT and General Electric Works (GEC) which constitutes more than 50% of the schools. The lowest choice has been shown in Dress Making. This choice variation may have reasons that sufficient counseling among the teachers and students have not been undertaken before offering the trades. It looks that teachers, students, and guardians are more acquainted with these two trades comparison to others.

Table 2.4: Selected Trades under PVIP

Sl.	Sector	Priority Trade
01	Agriculture and Food Production	Food Processing and Preservation
02	Civil Construction	Civil Construction
03		Plumbing and Pipe Fitting
04	Electrical	General Electrical Works
05	Electronics	General Electronic Works
06	Garments	Dress Making
07	ICT	Computer and Information Technology
08	Mechanical	General Mechanics
09		Welding and Fabrication
10	Mechanical Power	Refrigeration and Air Conditioning

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2021.

3. SCOPE OF THE MONITORING REPORT

25. According to the status of the CRF&SECPF and SSMA, for the monitored activities to date, the associated key observations for the development components are given as follows:

- ✓ Maintained records regarding CRF&SECPF and SSMA;
- ✓ Effective implementation and monitoring of the respective CRF&SECPF and SSMA with the completion of the remaining semi-annual works for the subsequent stages of the subproject implementation program;
- ✓ Sites, which requires constant attention;
- ✓ Appointment of qualified supervisor to ensure CRF&SECPF and SSMA implementation;
- ✓ Social Safeguard related training for EED engineers, contractors and IR/SECP planners.

A. Major Tasks

26. The major tasks for the social safeguard monitoring in selecting location, design and construction stage include:

TSEO/EED is requested to prepare screening for each 'sub-project' for categorization. This is the basis for selecting the location and design of the infrastructure too.

Implementation of CRF&SECPF and SSMA are done through the following activities:

- Field monitoring on site selection and appropriate mitigation measure performance;
- Guidance to EED personnel on social safeguard monitoring aspect, in the field practice;
- Recommend to EED to implement all IR and SEC related issues as stated in CRF&SECPF and SSMA and other related social safeguard issues; and
- Instruct EED to take an action to mitigate or rectify on other issues that find out.

B. Monitoring Requirements

27. Project Semi-Annual SSMA is to be prepared by the borrower to evaluate and assess overall project activities to ensure the effective implementation of the CRF&SECPF and SSMA. Implementation of these frameworks and plans is normally: (i) a condition of project approval issued by the approving authority; and (ii) a covenant in the ADB loan agreement.

a. Social Safeguard Monitoring:

- determining adequacy of cost for RAP/SECP/IPP (if necessary) implementation;
- addressing any concern related to IR or SECP/IPP as guided in the CRF&SECPF and SSMA;

- Implementing CRF&SECPF and SSMAF, including social safeguard monitoring of TSEO/EED representatives; and undertake corrective actions when necessary to ensure that are no negative social safeguard impacts;
- Establishing the grievance mechanism for safeguards and addressing any grievances brought about through the GRM in a timely manner as per CRF&SECPF and SSMAF;
- Submit semi-annually social safeguards monitoring report to PIU(PSU);
- Train the PSU safeguards officer and the PIUs (EED) safeguard assistants on social safeguard awareness and management in accordance with both ADB and GoB requirements and implement the capacity building program for PSU/PMU, PIUs, and all staff involved in project
- Provide induction course to train concerned officers of EED and DEO to prepare RAP and SECP/IPPEMP as well as implementation.

b. Reporting of CRF&SECPF and SSMAF Monitoring by Focal Persons

28. In compliance with the loan covenant, semi-annual social safeguard monitoring report (SSMR) is essential. This report describes the status of implementation and compliance of the frameworks to satisfy the social safeguard requirements of ADB and GoB as well as to fulfill the compliances required in the loan document. This report also describes the social safeguard mitigation related any corrective and preventative actions with respect to each subproject. Semi-Annual submission will be required to submit by 30 June 2021.

4. STATUS OF PROGRESS

A. The School and DEO Sub-Projects

a. Sub-project Description

29. Different categories of sub-projects are undertaken under SESIP. These are (a) ICT Learning Center established by refurbishing one room at each of the 640 schools, (b) Additional class rooms/up gradation (100 schools/madrasahs) are constructed to reduce overcrowding in the class rooms; (c) Vertical extensions and out fitting for training venues in 53 District Education Offices (DEOs); (d) Construction of the Bandarban DEO; (e) Improvement/Construction of Metropolitan Thana Education Offices; (f) Additional class rooms for the Pre-vocational and Vocational Implementation Program (PVIP) trade courses to be introduced at each of the 640 schools/madrasahs. Hundred Schools and 640 PVIP are basically of two types, horizontal/ new or vertical extension. The architectural plan of the vertical extension is determined by the architectural plan of the existing buildings. As these are vertical extension it is assessed that there is no or negligible social safeguard impact. Out of 100 selected schools, classroom added with 68 horizontal/new and 32 are added with floor by vertical extension. Horizontal/Vertical extension of 46 DEO on the existing building, four new in school premises in metropolitan areas, one new at Bandarban and adding floor to the NAEM hostel is completed. Moreover about 70 additional schools are selected for setting up of ICT Learning Center (ILC).

b. Subproject Implementation

30. Completed subprojects are:

Civil works for 640 ICT-Learning centers completed (100%) and necessary furniture and equipment are being supplied. Cent percent refurbishment of 100 schools (68 new buildings and 32 vertical extension) is completed and all infrastructure improvement of hostel and classrooms at NAEM has also been completed.

Figure 1 shows the civil construction of PVIP progress for 640 schools, of which 100% works completed for 460 schools, 76%-99% for 154 schools, 51%-75% for 13 schools, 26%-50% for one school, and 1%-25% works completed for one and there is no PVIP progress for 11 schools.

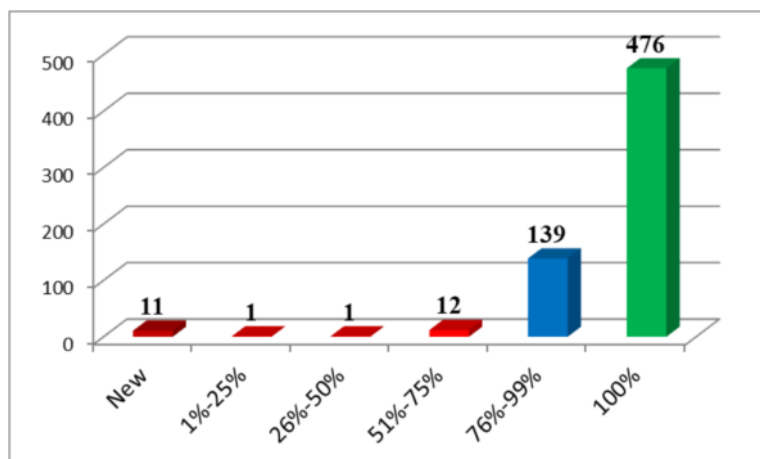


Figure 1 Summary of 640 PVIP Schools Construction Progress June 2021

Source: SESIP June 2021

31. The subprojects under construction:

DEO building at Banderbon is delayed due to land problem. The building was planned to be built on government land on the property of the Bandarban Govt. Girls' High School. The site was changed due to land dispute and changed to a site donated by Hill District Council (HDC) of Bandarban. This was a vacant land beside a lake and covered with thin forest and did not trigger any kind of displacement, physical or economic loss in any form to any people. The work is almost complete (95%) and expected to handover any time. However, the COVIT 19 issue has slowed down the process. Social screening was conducted by AE of the regional office of EED. In addition to that public consultation was conducted by the representative of SPSU with concerned stakeholders, including civil society and facilitates their informed participation in light with the CRF&SECPF and SSMAP as this sub-project is in Bandarban, one of the SEC concentrated area of the country. The progress of civil construction of 5-storied Bandarban District Education Office (DEO) is at the final stage of completion. A signboard narrating the project activities and stakeholders involved in the process is present in front of the building. The narration of project component is one of the requirements of compliance of ADB and GoB policies on social issues.



The under construction building of DOE building in Bandarban

It needs to be mentioned here that field visit was also made in Donbosco High School of Bandarban Sadar and Chaikhang Ideal High School of Alikadam Upazila of Bandarban in October 2019. All are new buildings and are on the land owned by the respective school authorities. The consultant also visited Sabrang High School in Teknaf Upazila of Cox's Bazar district. Here vertical expansion of two stories were ongoing on the existing two storied building. By this time all are complete. The social safeguard issues have not been triggered here as no one is being affected by losing any land or livelihood. However, local people were employed here, and women were also employed where possible. Due to the conservative nature of the community (mostly non-SECs) and women community of SEC are mainly involved with agriculture or traditional activities, women employment in construction related activities was not very visible.



Don Boxo High School, Bandarban Sadar Upazila in Bandarban District



Chaikhang Ideal High School, Alikadam Upazila in Bandarban District



Out of 640 school sub-project taken up under PVIP present status are that 460 is completed 169 in progress in different levels. Eleven school has land problem like not suitable for construction or does not own the land by the school. Relocation can be one possibility and SESIP is working on that. Procurement of classroom furniture and lab equipment for 640 PVIP is being done through the regional 9 Directors of DSHE.

c. Social Safeguard Measures

32. This report is prepared based on reviewing records and documents and data collected from officials and consultants involved with the process. As a part of the project management support, the senior Social Safeguard Specialist with support from EED under Ministry of Education (MOE) provides inputs on intermittent basis to monitor compliances with social safeguards to ensure that the project is implemented with due concern for social safeguards according to the ADB's Safeguard Policy Statement (SPS) 2009, specifically to ensure that these issues are adequately addressed to the requirements of ADB.

Construction Supervision Engineers of EED as the Social Safeguard Focal person have accomplished:

- Making social assessment through screening of the subproject for categorization and data base for selecting the location, planning, and design. This will encourage to make social assessment assure in addressing the social safeguard issues.
- Supervise the monitoring of implementing mitigation measure during design and implementation stage.
- Cooperate with social safeguard expert with monitoring data for regular submission of the Semi-Annual Social Safeguard Monitoring Report (SSMR) to SPSU (GoB) and ADB.

33. The social safeguard monitoring report is to follow up in selecting the location, design and implementation on safeguard assessment in design and implementation stages as stated in CRF&SECPF and SSMAF. This ensures that the concerned officials follow the required social

mitigation measure as stated in CRF&SECPF and SSMAF. This has been agreed between the Asian Development Bank (ADB) and the Government of Bangladesh (GoB) as a condition of the SESIP program loan.

d. Planning and Design of School Building in Geographical Challenged Area

34. Due to climate change indicated storm surges of 5.7 m is anticipated in 2050 in coastal area. Climate Change Adaptation design has been considered inclusive of rise in sea, flood levels due to tidal change and periodic flood surging. Plinth levels have therefore been designed for such change's requirements. Improvements to the provisions of toilets and gender facilities (WASH Block) have been completed and incorporated within the respective drawings and cost estimates. Climate change adaptation has been incorporated into the design of the school in the coastal area component, as follows:

- ✓ Increase plinth level up to 4.40m to 4.50 m (PWD);
- ✓ Establish hand pump on 1st floor (3.90m above highest flood level);
- ✓ Establish plinth and/or positive discharge point of septic tank outlet and solid waste collection bins above highest flood level;
- ✓ Establish runoff drain with rainwater harvesting tank with overflow into drainage system.

5. SESIP FUNDED TRAINING PROGRAM

A. Trainings under SESIP

35. To enhance the quality of education and ascertain progress in relevance of secondary education SESIP arranged numbers of training programs of different group of stakeholders including head teachers, ICT concerned persons, resource teachers and others. These trainings cover the whole country including the remote areas of Bangladesh and SEC participants also are given special attention. It is expected that social condition of these areas and SEC people of the country will be enhanced by receiving quality education from these trained teachers/officers. In total 947,518 persons have received training on different programs since the inception of the program in 2013-2014 and till June 2021 (Table 5.1). It is observed that number of training receivers was highest in 2017-2018 session. It is to be mentioned here that the pandemic situation due to COVIT 19 pull down the trainee number in the following session. However, with the help of IT support 5,248 person received online training and total number stands as 10,012 persons in 2020-2021 session.

Table 5.1: Total Training under SESIP 2013-2021

Financial Year	Number of Trainees
2013-2014	101,587
2014-2015	135,721
2015-2016	98,469
2016-2017	139,035
2017-2018	205,367
2018-2019	175,839
2019- 2020	81,488
2020-2021	10,012
Grand Total	947,518

Source: SPSU, SESIP AD (Program- 2), June 2021

36. The trainings have been conducted under eleven headings and the trainees are mostly teachers and some are officers (Table 5.2). Highest number of teachers received training on Curricular Implementation (CI), followed by Live Skill Based Education (LSBE) and Teacher's Curriculum Guideline (TCG).

Table 5.2: Total Number of Trainees under SESIP by type of Training (Teacher/Officer) (2013-2021)

SN	Name of Training	Trainees	Financial Year								Grand Total	
			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1	Curricular Implementation	Teacher	101,587	83,457	29,230	00	16,771	9,095	00	22	240,683	240,683
2	Creative Question	Teacher	00	44,344	16,426	5,003	1,692	00	12,323			91,465
3	Practical Science Teaching	Teacher	00	366	36,406	18,245	00	8,592	00			63,609

4	Training Related to PBM	Teacher	00	7,244	13,871	41,236	9,816	18,762	2484	3,741	97,1
5	Live Skilled Based Education	Teacher	00	00	00	51,436	30,407	98,013	31,035		210,
6	Teacher's Curriculum Guideline	Teacher/ Officer	00	00	00	21,294	144,760	33,724	00		199,
7	Continuous Assessment	Teacher	00	00	00	00	00	1,588	23,465	982	26,0
8	Monitoring and Mentoring	Teacher	00	00	00	00	761	00	00		761
9	Capacity Enhancement	Teacher	00	310	2,536	1,821	421	116	258		5,52
10	ICT Learning Center	Teacher	00	00	00	00	739	5,142	143	6,267	12,2
11	Resource Teacher Program	Teacher/ Officer	00	00	00	00	00	807	103		910
	Total		101,587	135,721	98,469	139,035	205,367	175,839	81,488	10,012	947,

Source: SPSU, SESIP AD (Program- 2), June 2021

B. Training Received by SEC Participants under SESIP

37. Special attention has been given to assure the participation of the Small Ethnic Community (SEC) stakeholders, mainly teachers and officers (concerned persons) of the schools and madrasahs in different training program under the SESIP program. Different kinds of trainings have been organized in different district offices as well as in zonal offices, NCTB and NAEM. Total number of teacher/officers participated in different programs from different districts are shown in Table 5.3. Highest number of SEC participants is found in Rangamati followed by Khagrachari and Bandarban districts. All these districts are from the Chittagong Hill Tracts (CHT), where majority of the SEC people live.

38. Total 2,434 people from SEC community obtained training on different issues including Teacher's Curriculum Guideline (TCG), Continuous Assessment (CA), Creative Questions (CQ) and Curricular Implementation (CI) (TCG+CA+CQ+CI), Live Skilled Based Education (LSBE) and Performance Based Management (PBM). Online training has been received by the 53 persons (39 Male and 14 Female) from SEC community during the period of January to June 2021. They are from Chattogram, Sylhet, Rangpur and Mymensingh districts. LSBE seems to be very popular or desired training followed by PBM and TCG+CA+CQ+CI. Majority of the participants are male. It is to be noted that only Mymensingh and Sherpur districts have participants from madrasah, and all are male.

Table 5.3: Number of Participants of SEC Teachers/Officers in Different Training under SESIP by District (as on June 2021)

SL	District	School								Madrasah								Total		G Total
		TCG		LSBE		PBM		Total		TCG		LSBE		PBM		Total				
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Bandarban	60	10	63	39	0	0	225	66	0	0	0	0	0	0	0	0	0	0	399

2	Barguna	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	
3	Chattogra m	34	13	2	1	0	0	36	14	0	0	0	0	0	0	0	0	0	40	
4	Cox's Bazar	0	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	
5	Dhaka	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
6	Dinajpur	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	
7	Gaibandha	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2	
8	Gazipur	1	0	3	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4	
9	Joypurhat	1	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2	
10	Khagrachh ari	240	10 6	35 5	16 5	0	0	595	27 1	0	0	0	0	0	0	0	0		866	
11	Moulvibaza r	16	7	5	2	0	0	21	9	0	0	0	0	0	0	0	0	0	30	
12	Mymensun gh	3	5	1	7	0	0	4	12	1	0	1	0	0	0	2		4	20	
13	Naogaon	3	2	4	0	0	0	7	2	0	0	0	0	0	0	0	0	0	9	
14	Naranganj	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	
15	Netrokona	6	1	15	17	0	0	21	18	0	0	0	0	0	0	0	0	0	39	
16	Pabna	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2	
17	Rajshahi	2	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	4	
18	Rangamati	205	60	43 1	16 7	5 5	2 4	691	25 1	0	0	0	0	0	0	0	0	0	942	
19	Rangpur	3	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3	
20	Sherpur	1	1	1	2	0	0	2	3	0	0	1	0	0	0	1	0	2	7	
21	Sirajganj	4	0	11	0	0	0	15	0	0	0	0	0	0	0	0	0	0	15	
22	Sunamganj	2	1	3	1	0	0	5	2	0	0	0	0	0	0	0	0	0	7	
23	Sylhet	6	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	6	
24	Tangail	6	2	7	4	0	0	13	7	0	0	0	0	0	0	0	0	0	20	
25	Thakurgao n	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	
Total		62	24	89 0	40 2	5 8	2 4	112 4	48 7	1	0	2	0	0	0	3	0	6	0	2434

Source: SPSU, SESIP AD (Program- 2) June 2021

6. SOCIAL SAFEGUARD MONITORING

A. Qualitative and Quantitative Monitoring Data

39. To ascertain whether social and SEC management system is functioning properly, it is necessary to include a program to monitor. The social monitoring plan includes a social monitoring procedure based on a social review study of the program of the Directorate of Secondary and Higher Education (DSHE).

40. The Social Monitoring Plan (SMP) focuses on the implementation of mitigation measures during selection of project/sub-project locations and implementation period and inside school management. The selection of project/sub-project location and project implementation is to be carried out under the overall supervision of the Education Engineering Department (EED). The project falls under “C” category in terms of IR issues and under “B” category in terms of SEC issues according to ADB SPS. All subprojects require following CRF&SECPF and SSMAP; but extension of school building / infrastructure development subprojects has minimal impacts. During project implementation, monitoring of compliance and safeguard issues related to social safeguard matters are undertaken by the implementing agencies, with EED to ensure that the project is implemented with due concern for social safeguards and specifically to ensure that these issues are adequately addressed to the requirements of ADB.

B. Social Monitoring Database

41. School social safeguard related data helps in the preparation of semi-annual Social Safeguard Report (SSSR) as required under ADB loan covenant and for GoB can be helpful. Senior Social Safeguard Expert is keeping liaison with Education Management Information System (EMIS) so that one ‘module’ can be developed for social management database.

a. Updating EMIS for Social Monitoring

42. Secondary School Quality Standard (SSQS) as approved by MOE, with regular up gradation are being used for monitoring and standardization of the schools both in physical facilities and social safeguard.

b. EMIS Data Base for Efficient Use of School Land

43. One of the main constraints in school infrastructure improvement is the land. Most school lack in the availability of land for better planning for the school which supports the extracurricular practices of the students in addition to the academic activities. The EMIS gives numbers like built up area in square meter but mapping is not available to make decision about the locating of the construction of new building within premises owned by the school. The selection of schools for providing additional facilities under SESIP should have been consulted with the EED before allotting the fund for the construction of the building so that social issues can be taken care and engineering planning and design could be proper and may not hamper natural light and ventilation of the classroom.

44. So, the improvement of EMIS in line with required infrastructure are very important so long the selection of the schools is dependent on the EMIS data base. The selection of the schools for further infrastructure development can be decided based on documents related to ownership of land of the school with detail digital mapping of the school premises and its surroundings. Moreover, it is understood that immediate information about additional infrastructure construction from the funding other than SESIP are not available in the EMIS. The digital mapping for the schools can be done with little and negligible cost. Digital mapping will help in preparing master plan for the school. This needs to be started immediately in coordination with EED, DOE, SMC and community. EMIS also can have ability in monitoring of operation and maintenance of the school infrastructure and the performance of the SMC. Table 6.1 presents compliances of some Social Safeguard Issues for 23 PVIP school and one DEO building in Bandarban District of CHT, where presence of SECs is prominent.

**Table 6.1: Monitoring of Social Safeguard Compliance and Non-compliance Issues
in Percentage**

SN	Issues	Yes	No
01	Is there assigned official at the EED who is responsible for overall social Safeguard compliance.	100	00
02	Is Assistant Engineer of EED responsible for subproject specific social safeguard compliance and relevant reporting in EED	100	00
03	The EED, in consultation with SMC, has finalize the location and activities	100	00
04	Subprojects funded under the program have clearance from TSEO	100	00
05	Is the design harmonize with local surroundings, including landscaping and planning for other uses for all additionally created spaces, proper ventilation, and lighting	34.8	65.2
06	In Chittagong Hill Tracts SEC issues have been addressed carefully for preservation of the land right and cultural heritage of the SECs; also the surrounding ecosystems around the school building avoid hill cutting and destruction of ecosystem for civil works (DEO Bandarban).	100	00
07	Is location, design and construction of school building in the vulnerable coastal areas has considered 'climate proofing design' (e.g. raising of plinth level for flood, increase strength of building to resist cyclone and storm surge, avoid river bank erosion, etc	00	00
08	Is there public and community consultation with special emphasis on students/teachers in selecting the location and designing the infrastructure.	100	00
09	Are Students and Teachers informed in advance of the construction schedules and the timing of necessary interruption of public utilities?	100	00

7. IMPLEMENTATION OF COMBINED RESETTLEMENT FRAMEWORK AND SMALL ETHNIC COMMUNITIES PLANNING FRAMEWORK (CRF&SECPF)

A. Institutional Arrangement

45. The CRF&SECPF has been prepared to make the social safeguard assessment and review procedure has been prepared to facilitate compliance of SESIP infrastructures and other interventions with the land acquisition Act, 2017 and Resettlement Guideline, 2018 of the Government and SPS (2009) of ADB. PIU/SPSU prepares a social assessment report on selected subprojects, including public consultation and an SSMAF with specific mitigation measures, institutional arrangements for implementation.

46. The EED, through its Sector Program Support Unit (SPSU), is responsible to implement the overall safeguard issues. However, during the selection process of location and construction stage, the EED's concern person and TSEO are responsible to mitigate all social impacts related with the project activities. The Planning Cell of EED with the help of TSEO is responsible for selecting the location, design, construction, and maintenance of the infrastructure of the project.

B. Social Safeguard Monitoring Requirements

47. A social assessment, using the checklist attached with the frameworks for development of the sub-projects was conducted and the results of the assessment demonstrated that the sub-projects do not cause significant adverse impacts. The proposed sub-project development program is classified as Category "C" in terms of IR and Category "B" in terms of SEC/IP as per the ADB's SPS 2009, as no significant impacts are envisioned. The related initial social assessment reports have been prepared in accordance with ADB SPS 2009.

48. The social safeguard mitigation measures, as stipulated in the respective frameworks and in the obtained social permit, are monitored during the implementation program. To monitor the respective frameworks EED has engaged social safeguard officer.

C. Financing Agreement

49. Financial cost provision for the IR and SEC/IP issues is to be borne by the government of Bangladesh. Necessary fund needs to be provided to respective upazila/thana secondary education office/EED from the project budget based on as and when required. RAP as well as SECP would have its budget provision if these are needed to be prepared after thorough evaluation of the social issues. So far allocation of budget for the purpose has not been required as no remarkable social issues has been raised and did not trigger the necessity to prepare any RAP or SECP.

8. CAPACITY DEVELOPMENT

50. Capacity building (or capacity development) is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. Capacity on social safeguard management needs to be strengthened at all levels of the Executing Agency (EA) including DSHE, EED, PIU/SESIP. SESIP has been undertaking capacity building measures through training, exposure visit to ideal schools in major divisions. Detailed Capacity Building Program (DCBP) through training has developed by SESIP as per need for SMF and FSECP. SESIP has planned to organize training for EED Engineers, SMC and Contractors with support from ADB BRM resource person and experts in respective field for training on social safeguard issues. Sensitization on Social Safeguard issues has already initiated among the officers involved with SESIP. Senior Social Safeguard Specialist has made a detail presentation on social safeguard issues among the SPSU team, concern officials and consultants involved with SESIP, covering ADB requirement as well as relevant GoB laws in last week of September 2019.

A. Training and Induction

51. Personnel including staff, employees will undertake appropriate training to ensure they are aware of their responsibilities in respect to all social safeguard issues and management. This will be achieved through the implementation of on-site induction and specific training programs designed to ensure that all concerned personnel are competent and aware of any social safeguard management procedures relevant to their activities. However, training on this issue is getting delayed because of COVIT 19 since early March 2020.

a. Rationale for Training

52. Sustainability of project outcome could be achieved only when people and society are protected from the potential adverse impact due to project activities. It requires strong safeguard system and institutional capacity of project EA for proper identification and assessment of social impacts, preparation of a sound social safeguard management plan and its proper implementation. In fact, there are lack of capacity in terms of human resources with expertise and know how within the GoB institutions in Bangladesh. From these considerations and from the perspective of SPS, 2009, Asian Development Bank (ADB) and ARIPA, 2017 and Resettlement Guideline, 2018 of Bangladesh, a series of one day training on social safeguard management is planned. Training module for the purpose is already being prepared. It was planned to conduct this training program from March through December 2020. Unfortunately, it could be implemented because of pandemic situation for COVID 19. It is expected that the training will be organized over period of September through October 2021.

9. CONCLUSION AND RECOMMENDATION

A. Conclusion

53. SESIP has multifarious activities with targeted result areas. Among all the activities social safeguard issues concerning for Involuntary Resettlement (IR) and safeguard of the interest of the Small Ethnic Communities (SEC) are given special attention. So far, all the infrastructures have been built on already acquired areas and did not trigger any IR issue. However, appropriate mitigation measures on social safeguard issues have already been taken by changing sites by following CRF&SECPF and SS MAP where issue of land acquisition or any potential impact on SEC/IP raised. Social safeguard issues have been assured by EED through appropriate screening process in selecting location and design and appropriate measures have taken during implementation for all the subprojects.

54. The teachers and other stakeholders, including SEC/IP community people from different areas of Bangladesh received training on different programs to enhance the quality of education. Online training has been organized in session 2020-2021 during the COVIT 19 pandemic situation. Special attention has been given to assure the participation of the SEC stakeholders in these training programs.

B. Key Issues and Recommendations

55. The key issues and measures recommended are (i) conduct social assessment for all the sub-projects through the checklist provided in the CRF&SECPF and SS MAP, (ii) prepare RAP and SECP/IPP for those sub-projects which have adverse impact like losing resources or livelihood by the by the people who have stake on the land where subproject is to be implemented. Special attention needs to be given if any SEC/IP would face any negative impact in terms of losing resources, livelihood, community property or face any hindrance in performing their traditional rituals and other community benefits, (iii) special attention needs to be given in social development of SEC people through providing training.