

Facility Administration Manual

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Bangladesh: Secondary Education Sector
Investment Program

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Facility Administration Manual Purpose and Process

The facility administration manual (FAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with Government and Asian Development Bank (ADB) policies and procedures. The FAM should include references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the FAM.

The Ministry of Education and Directorate of Secondary and Higher Education are wholly responsible for the implementation of ADB financed projects, as agreed jointly between the borrower and ADB, and in accordance with Government and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by the Ministry of Education and Directorate of Secondary and Higher Education of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At Loan Negotiations, the borrower and ADB shall agree to the FAM and ensure consistency with the Loan Agreement. Such agreement shall be reflected in the minutes of the Loan Negotiations. In the event of any discrepancy or contradiction between the FAM and the Loan Agreement, the provisions of the Loan Agreement shall prevail.

After ADB Board approval of the project's Report and Recommendations of the President , changes in implementation arrangements are subject to agreement and approval pursuant to relevant Government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the FAM.

ABBREVIATIONS

ADB	Asia Development Bank
AFR	Annual Fiduciary Review
AOP	Annual Operations Plan
ASPR	Annual Sector Performance Report
BISE	Board of Intermediate and Secondary Education
CA	Continuous assessment
CAG	Office of the Comptroller & Auditor General
CGA	Office of the Controller of General Accounts
CQ	Creative Questions
DG	Director General
DLI	Disbursement-Linked Indicator
DMF	Design & Monitoring Framework
DSHE	Directorate of Secondary and Higher Education
EARF	Environmental Assessment and Review Framework
EED	Education Engineering Department
EMIS	Education Management Information System
FAM	Facility Administration Manual
FPW	Finance & Procurement Wing
GAP	Gender Action Plan
GOB	Government of Bangladesh
JPD	Joint Project Director
IBAS	Integrated Budgeting and Accounting System
ICT	Information & Communication Technology
IFR	Interim (unaudited) Financial Reports
M&E	Monitoring and evaluation
MOE	Ministry of Education
MOF	Ministry of Finance
MPO	Monthly Payment Order
MOU	Memorandum of Understanding
NAEM	National Academy for Educational Management
NCB	National Competitive Bidding
NCPF	National Curriculum Policy Framework
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NTEC	Non-Government Teacher Education Council
NTRCA	Non-Government Registration and Certification Authority
PBH	Program Budget Head
PBM	Performance-Based Management
PDW	Planning & Development Wing
PEDP III	Third Primary Education Development Program
PFM	Procurement & Financial Management
PFR	Periodic Financial Request
PPP	Public-Private Partnership
RF	Resettlement Framework

SEC	Small Ethnic Community
SECPF	Small Ethnic Communities Planning Framework
SEPF	Secondary Education Program Framework
SESDP	Secondary Education Sector Development Project
SESIP	Secondary Education Sector Investment Program
SEQAEP	Secondary Education Quality & Access Enhancement Project
SMC	School Management Committee
SPEMP	Strengthening Public Expenditure Management Program
SPIC	Sector Program Implementation Committee
SPS	Safeguard Policy Statement
SPSC	Sector Program Steering Committee
SPSU	Sector Program Support Unit
SSQS	Secondary School Quality Standards
STDP	Secondary Teacher Development Policy
SWAp	Sector-Wide Approach
TOR	Terms of Reference

I. PROJECT DESCRIPTION

1. The Secondary Education Sector Investment Program (SESIP) will support the government's reform of secondary education (grades 6–12) into a system that builds the foundation for a skilled labor force and prepares youths to meet the requirements of a rapidly developing economy. It will support advanced teaching and learning programs that use information and communication technology (ICT), as well as prevocational and vocational programs, teacher development, and examination reforms. It will promote gender-equitable and pro-poor stipends for students. It will help establish more decentralized and efficient allocation and use of resources, as well as strengthen sector performance monitoring. The investment program will build upon the ongoing Secondary Education Sector Development Program¹ and the Second Teaching Quality Improvement Project.² It will further benefit from the experience of the Third Primary Education Development Project, which uses disbursement-linked indicators (DLIs).³ The investment program links disbursement to the achievement of key results. It will further support the transition to a sector-wide approach (SWAp).

A. Impact and Outcome

2. The expected impact of the program is increased employability of secondary education graduates. The expected outcome is a more efficient, equitable, and higher-quality secondary education system.

B. Outputs

3. SESIP has three outputs: (i) enhanced quality and relevance of secondary education, (ii) more equitable access and better retention, and (iii) strengthened secondary education management and governance.

4. The tranche periods coincide with four overlapping areas of support: (i) bridging activities from the Secondary Education Sector Development Program (SESDP), including interventions such as stipends, curriculum reforms and teacher development, and strengthened decentralization management and Education Management Information System (EMIS); (ii) systemic and coherent development activities including the Ministry of Education (MOE) and Directorate of Secondary and Higher Education (DSHE)'s capacity development and formation of National Education Policy (NEP)-directed policies for curriculum and teacher development; (iii) activities supporting teaching and learning environment quality improvement including access to ICT and relevant teaching aids, and the strengthening of existing and establishing of new quality assurance agencies and processes inclusive and mindful of social safeguards; and (iv) strengthening activities supporting a continuation of civil works and the structural reforms of an integrated and unified secondary education system. A flexible tranche number and time-period for each tranche means that the planned outputs under the three results areas for Tranches 2–4 will be confirmed during preparation of subsequent tranche. The outputs for Tranche 1, 2013–2017 are set out below.

C. Results Area 1 – Enhanced Quality and Relevance of Secondary Education

¹ ADB. 2006. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Secondary Education Sector Development Program*. Manila.

² ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Second Teaching Quality Improvement Project*. Manila.

³ ADB. 2011. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the People's Republic of Bangladesh for the Third Primary Education Development Project*. Manila.

1. Improved Quality and Relevance of Curriculum

5. Institutionalization of a 5-year cycle of secondary curriculum review, revision, and implementation is a cornerstone for enhanced quality and relevance of SESIP. The responsibility for curriculum development and review lies with the National Curriculum and Textbook Board (NCTB) and the responsibility of curriculum-related training lie with DSHE. Tranche 1 will support a full curriculum (2011) and textbook quality assessment review by NCTB, followed by the development of a National Curriculum Policy Framework (NCPF) defining curriculum principles, review strategies, and revision cycle. NCPF will guide the alignment of curriculum from grades 1–12 and discussion and consultation with the Ministry of Primary and Mass Education (MOPME) is fundamental. Technical discussion will be conducted with dialogues of two ministries: MOE and MOPME. The preparation of a curriculum implementation plan that includes training for 100,000 math, science, English, Bangla, and Bangladesh Global Studies teachers from general education and madrasah, using face-to-face and e-learning modalities, will be undertaken by DSHE, in collaboration with NCTB. DSHE will be responsible for the implementation and undertaking of the program design and modality, materials writing, preparation of the trainers, and implementation of a decentralized training scheme supported by the government and some private teacher training colleges, and other training providers as appropriate. Science education will be emphasized. A plan for pilot of practical science teaching will be prepared and implemented on 200 institutions, including SESDP model schools, Teaching Quality Improvement Cluster-Centered Schools, and government model schools. E-learning support modules for math, science, English, Bangla, Bangladesh Global Studies, and ICT will also be prepared and piloted with 6,400 teachers from 640 schools (10 from each district: 8 schools and 2 madrasah).⁴ The pilot will include awareness-raising for 1,920 people: 3 people (at least one woman member of the School Management Committee [SMC]), including an SMC chairperson and head teacher. Science will be promoted through a public-private partnership (PPP)-financed science media campaign. Science lab equipment and teaching aid packages for 10,000 schools will be provided to support practical, hands-on science learning, and enriched teaching and learning. Provisions will be made in curriculum, textbooks, materials, and training for inclusion of marginalized groups, including indigenous peoples, poor and low income groups, and girls/women. Sustaining SESDP staffing resources will be bridged under SESIP to ensure current capacity is not lost. Development and distribution of textbooks will be done by government as usual. In Year 4, the curriculum implementation plan will be revised.

2. Strengthened Teacher Capacity

6. Effective pedagogy and its practice are necessary for improved student learning achievement. NEP recognizes that a teacher development policy for pre- and in-service teacher preparation and development is a cornerstone supporting overall improvement in quality and relevance of education. Tranche 1 will strengthen the Non-Government Teacher Education Council (NTEC) to develop a Secondary Teacher Development Policy (STDP) and implementation plan. The NTEC will engage sector resources for the development and promulgation of teaching competency standards and work closely with DSHE for pre- and in-service program development and implementation. The STDP will provide a framework that integrates the necessary curriculum, teacher and school head development in pre-service training program, and continuous professional development program. STDP, emphasizes introduction of teaching competencies for teachers' regular, continuous professional development. The policy will provide the basis of a new teacher registration system to come later in SESIP. It will articulate the professionalization of teacher and school leader

⁴ Development of government and nongovernment secondary schools and madrasah institutions will be undertaken through SESIP. Within this document, and all documents pertaining to SESIP, the term "school" refers to all general and madrasah schools and institutions.

education through a subject-based B.Ed., define a new registration-based increment pay system for teachers that include recognition of prior learning and continuous professional development.

3. Improved Classroom Assessment and National Examinations

7. Improved education quality and relevance can only come from improved coherence between curriculum, teacher competency, and assessment—the measurement of learning outcome achievement. Tranche 1 will support the planning and implementation to transform Bangladesh Examination Development Unit into a permanent National Assessment Center located at the Board of Intermediate Secondary Education (BISE) Dhaka. Through the newly established center, Tranche 1 will support the plan preparation and implementation for reviewing and improving Continuous Assessment (CA), formerly school-based assessment, & Creative Questions (CQ), and the preparation, publication, and distribution of 60,000 copies of CA and CQ guidelines. The National Assessment Center will work closely with DSHE to plan and implement CA & CQ guidelines training for 60,000 teachers over three years. Innovative modalities for delivering training, such as through e-learning, will be explored. An assessment of implementation of CA and CQ practices will be undertaken through a quantitative and qualitative study through internal or external evaluators as appropriate.

4. Enhanced Use of Information and Communication Technology for Pedagogy

8. Integration of ICT is essential for relevant skill development and learning. Access and effective utilization of ICT by students and teachers is a NEP priority. SESIP will review on-going ICT projects to inform development of a school information hub plan for installation of approximately 10 computers with internet access and related equipment, maintenance, security, and facilities in 5,000 schools. Procurement capacity assessment and package preparation during SESIP planning will prepare Tranche 1 pilot of school information hubs in 512 schools and 128 madrasah, 10 institutions in each district, with emphasis on rural schools. Preparation of e-learning modules and training for teacher development and student learning will be an integral component of the pilot. During Year 4, a pilot review will inform preparation of School Information Hubs Institutionalization Plan for phased-scaling to all schools. Civil works improvement will prioritize rural/remote and under-served areas with at least 50% of pilot schools being in these areas.

5. Improved Labor Market Relevance

9. NEP identifies improved labor market relevance as important for providing relevant learning for both general and vocational education students. The policy calls for the integration of measures to improve learning and development of market-relevant skills, such as ICT, publishing, agriculture, and construction. Thorough development in this area, including a study to establish a market relevance program in schools, will come with tranche 2.

D. Results Area 2 – More Equitable Access and Better Retention

1. School Infrastructure Improvement

10. The standardization of school infrastructure and facilities is necessary for equitable access for all students. SESIP will support the preparation of an Education Institution Construction Policy Guidelines. SESIP will undertake a needs assessment by reviewing and analyzing the current infrastructure and facilities status of each school and recommend minimum service standards for school infrastructure and equipment based on current data

from the DSHE EMIS. The assessment will provide the basis for preparing a comprehensive 5-year rolling prioritized infrastructure and facilities development plan consistent with the minimum service standards. Priority will be given to improving schools in remote areas and those serving indigenous peoples and other marginalized groups. Upgrading of 100 schools will be completed under the new plan by June 2017. Targets may be adjusted based on the procurement capacity assessment and Education Engineering Department (EED) procurement strengthening achievements.

2. Flexible Learning Pathways

11. NEP mandates a National Qualifications Framework based on compulsory core subjects to enable student transfer across all school types and streams. The SESIP 10-year road map integrates a National Qualifications Framework as a long-term outcome, with focused planning and implementation scheduled for tranche 2 & 3.

3. Access and Retention Improved

12. The MOE has a long history of stipend support to enable access of formerly excluded groups, particularly girls. A number of female and pro-poor stipend projects and programs have evolved over the past 15 years, each with its own system of target criteria, administration, and management. The SESIP road map defines a future harmonized stipend program under one system. Tranche 1 initiates the harmonization of stipend programs as pro-poor support under one system. The SESIP also supports current SESDP in 53 upazilas (800,000 students for 4 years) while undertaking an independent review of all existing stipend programs. The review recommendations for modification of targeting, targeting methodology, stipend rate, and monitoring mechanism will inform the development of a plan for a single harmonized revised stipend program, and recommend necessary measures to improve DSHE capacity for stipend program administration, management, monitoring, and reporting. A stipend manual will be developed and disseminated in 30,000 schools including madrasah. Community awareness pro-poor stipend advocacy activities will be undertaken in 64 districts organized by the District Education Office. Special provision will be given to identifying and applying innovative measures to improve access and support to indigenous persons and other marginalized groups that go beyond provision of fees as incentives for attendance and retention. These measures may include new provisions for teacher assistants to enable special programs for language support and home-to-school transition. The SESIP will also provide supplementary reading materials to school libraries to instill reading habit of students. As such, it will review the experience of the on-going Secondary Education Quality & Access Enhancement Project (SEQAEP)'s Reading Habit Development Program.

E. Result Area 3 – Strengthened Secondary Education Management and Governance

1. Strengthened Decentralized Education Management

13. SESIP will enable an improved efficiency and transparency of education management within the secondary subsector through strengthening effective resource allocation, financial monitoring, and transitioning to a decentralized administration, particularly for the monthly payment order (MPO) of nongovernment teachers. The SESDP MPO decentralization pilot⁵ in Khulna district will be reviewed and continuously monitored. Lessons learned will be applied to expand decentralization for MPO in at least 3 other zones by Year 4. Decentralization capacity building and training program with guideline manuals

⁵ Preparation ongoing in the Secondary Education Sector Development Program.

will be prepared and implemented for current and new education officials at the zonal, district, and upazila level for 1,300 recruited officers.

2. Strengthening Information Management

14. EMIS will be strengthened, institutionalized, and harmonized with improved efficiency at DSHE, zonal, districts, upazila, and school levels. SESIP EMIS development strategies are based on the newly approved Education ICT Master Plan and are an extension of the EMIS establishment and strengthening undertaken in the SESDP project which ends 31 December 2013. Further development and enrichment of EMIS will in part be based on SESDP EMIS development plan. SESIP will support a review of all ICT-related projects to ensure lessons learned are applied towards EMIS institutionalization. The intent is to enhance EMIS capacity at DSHE to handle the increased data, including institution, teachers, and students data, as well as data streams important for SESIP output data to support disbursement-linked indicator (DLI) achievement. This will involve procurement of additional hardware and other equipment to strengthen the data center in DSHE. Continuous capacity development for improved EMIS at the central and zonal level will be planned and implemented. Upgrade and enhancement will also include plan preparation for continuous review and upgrade of (web-based) EMIS modules. Under the approval of the MOE, the ICT Master Plan will guide identification and implementation of Information System Standards that apply to all databases within the sector (DSHE, BISE, Bangladesh Bureau of Educational Information & Statistics, Madrasah Board, and National Academy for Educational Management [NAEM]) by the end of Year 4. The standards will provide the framework for harmonized EMIS operations between sets of sector data.

3. Improved Teacher Management

15. SESIP tranche 1 will begin the process mandated by NEP to transform the Non-Government Teachers' Registration and Certification Authority (NTRCA) into the Non-Government Teacher Selection Commission. Central to this process will be the establishment of a 3-step teacher registration process that links achievement of teaching competencies to professional advancement. NTRCA will be strengthened through a review of the current examination system followed by the preparation of an NTRCA Strengthening Plan that includes a concept framework and road map to a fully functioning 3-step process—initial, provisional, and continuous registration. Teaching competencies being developed through the Second Teaching Quality Improvement in Secondary Education Project and the STDP (Output 1.2) will inform the plan. Achievement targets within the plan include newly-registered teachers' profiles and employment status available online after Year 4. Awareness-raising for one SMC member from all schools will enable school-based electronic recruitment through a new NTRCA EMIS module and will be undertaken in Tranche 2. Fully implemented 5-year continuous teacher registration and NTRCA transformation to Non-Government Teacher Selection Commission are planned for later phases of SESIP.

4. Effective Planning, Management, and Coordination

16. The secondary education sector road map for NEP implementation approved by MOE and the PPP road map are frameworks for planning and development under SESIP. Sector management and procurement capacity will be strengthened to be more effective through MOE- and Ministry of Finance (MOF)-approved sector oversight arrangements, and through risk and social safeguard management plans. New arrangements and planning provide assurance for safely moving forward with a systematic strengthening of government systems for effective financial management and a more efficient and fair procurement that reduces risk and corruption. Compliance with the government-approved social and

environmental safeguards⁶ and gender action plan (GAP: Appendix 4) will strengthen the benefits sought through development. A secondary education program framework (SEPF) will be prepared and approved by MOE that is consistent with the sector road map (Appendix 1) and PPP road map (Appendix 3). The SEPF provides the policy mandate and project-to-program transition arrangements that enable harmonization of NEP-related government development procedures with regular institutional arrangements defined through the medium-term budget framework and Annual Development Plan. A Sector Program Support Unit (SPSU) will be established as a technical assistance-supported, transitional SESIP management unit with administrative authority to manage and coordinate implementation of all SESIP activities under DSHE Director General (DG). A key mandate of the SPSU will be to significantly strengthen DSHE planning and reporting capacity to enable government adoption of results-based sector management. A DSHE reorganization plan will be prepared and implemented that includes a focus on strengthening the Planning and Development Wing (PDW) to undertake SPSU responsibilities after four years. DSHE will be further strengthened to include a new Director of Finance and Procurement Wing (FPW) (created with sufficient support staff to undertake new responsibilities foreseen through SESIP). A DSHE capacity assessment will be prepared to help inform the reorganization planning and implementation process. A PPP cell will be established within the PDW to support partnership initiatives including the “Make Science Attractive” campaign and other PPP arrangements as envisioned by the MOE. The SESDP EMIS data center will also reside within the PDW and will be the key data source for monitoring and reporting on SESIP, including DLI verification report preparation. Preparation and implementation of a procurement capacity development plan that includes e-procurement will strengthen government procurement to meet targets set in the program. An SEPF review planned for Year 4 will provide recommendations for changes of these new arrangements for approval by MOE and other relevant agencies. At the same time, a review of the new Director of FPW will assist in its further development to align with SESIP program needs.

5. Strengthening Monitoring, Evaluation, and Reporting

17. Effective monitoring, evaluation, and reporting are essential for achieving sector improvement. DSHE capacity for monitoring and evaluation (M&E) has been strengthened through SESDP, though results-driven analysis and reporting remains challenging. Central and field-based staffing and school visit procedures that integrate EMIS for data management and reporting implemented through SESDP performance-based management (PBM) have led to a more effective and reliable M&E system. Retention of this capacity is essential during SESDP–SESIP transition period to avert deterioration of positive strides and negatively impacting achievement of SESIP quality improvement targets. Posting of an additional 434 new field level staff is planned under SESIP enabling a full complement of academic officers in all upazilas. In 2013, SESDP will review status of PBM standards and make recommendations for staffing and system improvement. This review will be the basis for SESIP development of Secondary School Quality Standards (SSQS) that will define specific and measurable quality improvement minimum standard targets for schools, including gender and social safeguard standards, enabling a more efficient and accurate monitoring for results verification and improved planning. SSQS will provide the overall framework for secondary M&E and will inform capacity development to further strengthen the school-based information “supply chain” and its link with EMIS. PBM review and SSQS preparation will provide the necessary groundwork for full preparation of an Institutional Development Plan for M&E to be approved in Year 2. The SPSU technical assistance team will strengthen DSHE data analysis and reporting capacity. Process and data flow analysis will be undertaken followed by a guideline preparation that includes reporting checklists and template-supported preparation procedures. Development and integration of a secondary

⁶ FAM: Appendix 15. Environmental Assessment and Review Framework, Appendix 16. Small Ethnic Communities Planning Framework, and Appendix 17. Resettlement Framework.

education webpage will include resources for these procedures, as well as showcase SESIP development activities and reporting. By Year 4, DSHE will produce its first Annual Report of Secondary Education Performance based on M&E and EMIS, and provide the basis for future planning and development priorities.

F. 10 years' Program Description (2013–2023)

18. Tranche 1 will be implemented from FY2014–FY2017 and will support implementation of a more market-relevant and inclusive secondary education curriculum. Particular emphasis will be given to expand and improve science, mathematics, and English teaching through the provision of teaching equipment, laboratories, tools, and teacher training. Reforms in examinations and assessment initiated under Secondary Education Sector Development Program will continue. Existing stipend programs will be reviewed, and a more efficient, equitable, and harmonized stipend program will be developed and implemented. Selected schools will be upgraded in accordance with a need-based infrastructure development plan. Two pilot activities to introduce advanced teaching modalities will be initiated: (i) laboratory-based practical science teaching and (ii) school information hubs through which students and teachers will access ICT-based teaching and learning resources and modules. Supplementary reading materials will be provided to school libraries as a reading habit promotion program. The DSHE central and field offices will be strengthened with additional staffing and capacity development in key regular functions. As a step to promote decentralized education management, MPO management will be devolved to zonal offices in a phased-manner. Secondary education quality standards will be refined and DSHE Education Management Information System will be strengthened to support an improved M&E. A first Secondary Education Performance Report will be developed and published by 2017.

19. Tranche 2 from FY2015–2016 to FY2016–2017 will build on tranche 1 interventions in curriculum implementation, examination reforms, stipend provision, and school infrastructure development. It will support the introduction of pre-vocational and vocational subjects. Capacity development in education management of DSHE field offices will continue to improve academic supervision. Selected upazila education offices will be constructed. Construction of district education office in Bandarban and reconstruction of DSHE central building will be initiated. DSHE reorganization will start and capacity development in planning, M&E, and procurement and finance will continue to prepare the transition to a SWAp.

20. Tranche 3 will be implemented from FY2017–2018 to FY2020–2021 and tranche 4 will be implemented from FY2019–2020 to FY2022–2023. More stipends will be provided and additional classrooms will be constructed. A revised curriculum based on the new National Curriculum Policy Framework will be fully implemented. ICT-based teaching and learning modules, practical science teaching, and pre-vocational and vocational subjects will be scaled up. An improved public examination will be conducted and 2 rounds of national student assessments for grades 8 and 10 will be conducted. As Second Teaching Quality Improvement will close in 2017, pre-service and in-service teacher development will also be supported from tranche 3. At least 15 teacher training colleges in science, mathematics, and English will be upgraded. A revised national teacher registration will be implemented. Delegation of education management responsibilities from DSHE to field offices, that include academic supervision, will continue. Given the completion of Second Teaching Quality Improvement in Secondary Education Project (Loan 2859) in 2017, pre-service and in-service teacher training programs will also be financed.

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Table 1: Project Readiness Activities

		Months						
SL	Indicative Activities	May 2013	Jul 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013	Responsibility
1	Establishment of SPSU				➤			MOE/DSHE
2	Advance Action/ Staffing					➤		MOE/DSHE
3	Advance Contracting /Consultants						➤	MOE/DSHE/SPSU
4	Government Budget Inclusion	➤						MOF/MOE
5	Loan Negotiation		➤					ADB/MOE/ERD
7	Board Approval			➤				ADB Board
8	Loan signing				➤			ADB/ERD
9	Government legal opinion provided				➤			MOE/ERD
10	Loan Effectiveness				➤			ADB/ERD

ADB = Asian Development Bank, DPP = Development Project Proforma, DSHE = Directorate of Secondary and Higher Education, ERD = Economic Relations Division, MOE = Ministry of Education, MOF = Ministry of Finance, SPSU = Sector Program Support Unit.

Source: Asian Development Bank.

* Technical Assistance Project Proforma will mainly focus on initiating actions to recruit consultants (individuals and firms) in order to ensure that the consultants are on board when the project starts on 1 January 2014.

**Technical Assistance Project Proforma will be the SESIP technical assistance packages to be managed separately from the DPP.

C. Tranche 1 Implementation Plan

Table 2: Secondary Education Sector Investment Program Implementation Plan – Tranche 1

Table 21: Secondary Education Sector Investment Program Implementation Plan - Numbers																	
	Year	2013–2014				2014–2015				2015–2016				2016–2017			
	Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Result Area 1 : Enhanced Quality and Relevance of Secondary Education																	
Output Area 1.1 : Improved Quality and Relevance of Curriculum																	
1.1.1 Review existing secondary education curriculum and textbooks by NCTB				x	x												
1.1.2 NCTB, in collaboration with DSHE, develop Costed Curriculum implementation plan for the revised curriculum (2011–2012) with focus on science, mathematics, Bangla, Bangladesh Global studies, and English (5 Core subjects) and approved by MOE				x	x												
1.1.3 DSHE, in cooperation with NCTB, develop subject-based teacher training materials on 5 core subjects integrating pedagogy, subject contents, ICT in education, assessment, etc. for curriculum delivery				x	x												
1.1.4 Annual implementation pilot plan and targets to strengthen practical science teaching in 100 rural schools including madrasah + 32 SESDP Model Madrasahs + 15 TQI-1 Cluster Center Schools + 20 SESDP e-learning schools + 33 newly established Model schools (from 306 government-funded Model School establishment Project = 200) is developed and implemented by DSHE				x	x	x	x	x	x								
1.1.5 (a) On-going E-learning modules/ICT in education is assessed by DSHE; (b) Plan for E-learning pilot with module preparation in 5 core subjects and ICT is developed by DSHE				x	x												
1.1.6 (a) Monitoring and reporting mechanisms of curriculum implementation (through classroom observation, interviews with students and teachers, etc.) is developed by DSHE in collaboration with NCTB and monitors curriculum implementation in schools and madrasahs																	
1.1.7 Training of 100,000 teachers (60,000 secondary school teachers + 40,000 madrasah teachers) are conducted by DSHE for curriculum delivery on 5 core subjects (TQI-2)						x	x	x	x	x	x	x	x				
1.1.8 NCPF developed by NCTB and approved by MOE and by the Cabinet						x	x	x	x								
1.1.9 Procurement of e-learning modules for 5 core subjects + ICT subject is done by DSHE						x	x	x	x								
1.1.10 Awareness training on e-learning modules/ICT in education for 1,920 SMC members including Head Teachers from 640 schools (512 schools + 128 madrasah) is conducted by DSHE						x	x	x	x								
1.1.11 E-learning media campaign is undertaken by DSHE						x	x	x	x								
1.1.12 Science equipment and supplies is delivered by DSHE to 5,000 schools and madrasahs (3,000 rural + 2,000 urban)										x	x	x	x				
1.1.13 E-learning modules/ICT in education on 5 core subjects piloted in 640 schools(512 schools + 128 madrasah)										x	x	x	x				
1.1.14 E-learning teacher training manual is developed and training of 6,400 teachers from 640 schools is conducted by DSHE on e-learning (5,120 teachers from 512 schools +1,280 teachers										x	x	x	x				

from 128 madrasah)																					
1.1.15 Secondary education curriculum development and implementation plan as per NCPF is developed by NCTB and approved by MOE																		x	x	x	x
1.1.16 Monitoring plan developed and implemented for e-learning pilot schools																		x	x	x	x
1.1.17 Teaching aids for non-science subjects for grades 6–8 (chart, map, globe, reference materials, etc.) is supplied to 10,000 schools (6,000 school + 4,000 madrasahs) located in remote areas																		x	x	x	x
1.1.18 Monitoring report on practical teaching of science subjects is prepared by DSHE																		x	x	x	x
Output Area 1.2 : Strengthen Teacher Capacity																					
1.2.1 STDP is developed by NTEC in collaboration with DSHE and TQI-2 and MOE shares STDP with key stakeholders																		x	x	x	x
1.2.2 STDP is approved by NTEC and endorsed by MOE																		x	x	x	x
1.2.3 DSHE develop STDP implementation plan in collaboration with TQI-2 and MOE approve the plan																		x	x	x	x
1.2.4 Minimum service standards for registration and accreditation of TTC is reviewed, upgraded, and approved by NTEC and endorsed by MOE																		x	x	x	x
1.2.5 DSHE, in collaboration with TQI-2, implement STDP implementation plan																		x	x	x	x
1.2.6 Plan to strengthen TTC registration and accreditation is developed by DSHE in collaboration with NU and approved by NTEC and endorsed by MOE																		x	x	x	x
1.2.7 6 Awareness program on TTC registration and accreditation is undertaken																		x	x	x	x
1.2.8 Compliance of TTC registration and accreditation and monitoring schedule developed by DSHE, in collaboration with NU, and approved by MOE																		x	x	x	x
1.2.9 DSHE Director of Training Wing capacity is assessed, capacity development plan is prepared, and capacity building continued based on capacity assessment plan																		x	x	x	x
1.2.10 NU capacity development plan is prepared and implemented by MOE																					
1.2.11 Monitoring plan for TTC compliance for registration is implemented by NU and DSHE																		x	x		
Output Area 1. 3 : Improved Classroom Assessment Procedures and National Examinations																					
1.3.1 A comprehensive plan for the development of NAC is developed by BEDU and BISE DHAKA (BEDU under SEDP) and approved by MOE																		x	x	x	x
1.3.2 NAC development plan is implemented																		x	x	x	x
1.3.3 Plan to develop integrated subject-based assessment guidelines based on pedagogy and learning psychology which includes both Continuous Assessment (SBA) and CQ are developed by BISE in collaboration with NCTB																					
1.3.4 60,000 copies of the revised integrated subject-based assessment guidelines on SBA and CQ (12,000 for each core subject) are prepared jointly by NCTB and BISE and printed																					
1.3.5 Implementation plan for training of teachers on revised integrated subject-based guidelines for SBA and CQ is developed by BISE and approved by MOE																		x	x		

[illegible]

3.5.7 Annual Report of Secondary Education Performance is published by M&E and EMIS																	
3.5.8 Each institution under MOE, e.g. DSHE, NAEM, NCTB, BISE, DIA, BANBEIS, BMEB, etc. publish their own Annual Progress Report showing quantitative progress and qualitative improvement that took place during the reporting year								x					x				x

ADB = Asian Development Bank, ADP = Annual Development Plan, BANBEIS = Bangladesh Bureau of Educational Information and Statistics, BEDU = Bangladesh Examination Development Unit, BISE = Board of Intermediate and Secondary Education, BMEB = Bangladesh Madrasah Education Board, CQ = creative question, DIA = Directorate of Internal Audit, DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, EMIS = Educational Management Information System, FPW = Finance and Procurement Wing, ICT = information and communication technology, IT= Information Technology, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, MPO = monthly payment order, MSS = minimum service standards, MTBF = medium-term budget framework, NAC = National Assessment Center, NAEM = National Academy for Educational Management, NCPF = National Curriculum Policy Framework, NCTB = National Curriculum and Textbook Board, NEP = National Education Policy, NTEC = National Teacher Education Council, NTRCA = Non-Government Registration and Certification Authority, NU = National University, PBM = performance-based management, PDW = Planning and Development Wing, SBA = school-based assessment, SEPF = Secondary Education Program Framework, SESDP = Secondary Education Sector Development Program, SMC = School Management Committee, STDP = Secondary Teacher Development Policy, TQI = Teaching Quality Improvement in Secondary Education Project, TTC = Teacher Training College, USEO = Upazila Secondary Education Office.

Source: Asian Development Bank.

III. PROGRAM MANAGEMENT ARRANGEMENTS

A. Implementation Arrangements

21. MOE will be the executing agency and DSHE will be the implementing agency. Other MOE co-implementing agencies involved in implementation include EED, NCTB, NAEM, BISE, and Bangladesh Madrasah Education Board. A memorandum of understanding (MOU) between DSHE and these co-implementing agencies will be signed to clarify the roles and responsibilities of all co-implementing agencies. Annual Operation Plans (AOPs) will be prepared with detailed annual activities and budget by the SPSU, DSHE, in consultation with co-implementing agencies.

22. The implementation arrangements for SESIP will be set-up at three levels. The highest level of oversight will be the Inter-Ministerial Sector Program Steering Committee (SPSC) led by the Secretary, MOE. The Member Secretary of SPSC will be the DG, DSHE. The members of this SPSC will include the MOE, Ministry of Primary and Mass Education, Planning Commission, Implementation M&E Division, Economic Relations Division, MOF, Office of the Comptroller and Auditor General (CAG), DSHE Director of Planning & Development, heads of MOE co-implementing agencies, as well as the Joint Project Director (JPD) of the SPSU. SPSC will be responsible for (i) overseeing the program implementation, (ii) helping solve policy-related issues that may arise during implementation, (iii) providing guidance to SPSU, (iv) approving AOP, (v) ensuring timely budget release and disbursement of funds, (vi) approval of all reports including the DSHE Monitoring Report and the DLI Achievement Report, (vii) ensuring compliance with fiduciary oversight arrangement, (viii) oversight and guidance of PPP activities, (ix) monitoring the implementation status of the GAP, and (x) ensuring the activities are implemented in accordance with the Environmental Assessment Review Framework (EARF) and Small Ethnic Communities Planning Framework (SECPF). This SPSC would meet quarterly.

23. The second level of support arrangement will be at the level of the implementing agency which is the DSHE. The Sector Program Implementation Committee (SPIC) that meets quarterly, led by the DG, DSHE (also the official Project Director of the program) will be set up with members from concerned MOE function units, as well as the JPD of SPSU. SPIC will be responsible for (i) coordinating implementation activities, (ii) reviewing program implementation progress, and (iii) recommending AOPs for approval.

24. The third level of facilitation is an SPSU which would be comprised of a management team led by Project Director (Ex officio DG, DSHE), supported by JPD, with officials and staff of 32 officers and support staff, technical team, and program staff (1,262) to support concerned co-implementing agencies. JPD will function as the head of SPSU. SPSU would help support the day-to-day implementation of each of the MOE co-implementing agencies (e.g. NCTB, BISE, National University, NTRCA, EED, Bangladesh Madrasah Education Board, NTEC, and NAEM) as well as in the field level offices. The SPSU will (i) prepare the AOP in consultation with co-implementing agencies; (ii) manage and coordinate implementation of all SESIP activities including supporting co-implementing agencies and field level offices; (iii) manage and coordinate SESIP technical assistance; (iv) coordinate focal points with SESIP co-implementing agencies; (v) manage EMIS & M&E to provide SESIP data for reporting; (vi) support implementation and M&E of the PPP cell; (vii) collect and compile progress reports for the quarterly SPSC and SPIC meetings; (viii) monitor progress of all DLIs as indicated in the DLI protocol; (ix) prepare documents as required to support reporting arrangements; (x) undertake all procurement for SESIP; (xi) prepare the Interim (unaudited) Financial Reports (IFR); and (xii)

implementing, monitoring, and reporting on the GAP, EARF, Resettlement Framework (RF), and SECPF.

25. This arrangement helps SPSU to function as a facilitating agency for a fixed time until DSHE and other MOE co-implementing agencies are fully capable of managing respective programs. The current SESDP staff positions (860) are absorbed in SESIP and additional 445 positions will be created to strengthen field level capacity. Since SESIP will follow a regular government budget execution and accounting system through the Office of the Controller General of Accounts (CGA), SPSU's role in financial management will be limited compared to earlier projects using the project accounting system. In view of the current procurement capacity of operating units, procurement of goods and services will be centralized at SPSU. However, EED will be authorized to do civil work procurement activities under DG, DSHE/SPSU.

26. In line with the SWAp road map that aims at strengthening regular functions of MOE and DSHE, it is planned to further restructure DSHE and strengthen its capacity at central, zonal, and field levels. Key features of the restructuring include (i) mandating DSHE as a focal agency for achieving secondary education goals and targets, with key role in managing implementation of secondary education programs; (ii) institutionalizing M&E Wing of DSHE; (iii) creating a PPP cell in PDW; (iv) strengthening remaining 263 upazila offices with additional academic supervisors; (v) establishing Thana Secondary Education Offices in Dhaka, Chittagong, Rajshahi, and Khulna City Corporations to manage secondary education; (vi) reforming school registration by mandating DSHE to ensure compliance with agreed secondary education quality standards for school registration; (vii) decentralization of secondary education management to field level offices that includes teacher management, monitoring of SMC, school registration; and (viii) Teacher Training College registration reform.

27. Tasks and functions of each committee and unit are summarized in Table 3.

Table 3: Implementation Arrangements

	Description	Functions	Remarks
SPSC	<p>SPSC, led by the Secretary, MOE, will also be the EA for the program. The Member Secretary of SPSC will be the DG, DSHE. The members of this SPSC will include the MOE, MOPME, Planning Commission, IMED, ERD, MOF, CAG, DSHE Director of Planning & Development, heads of MOE co-implementing agencies, as well as the JPD of the SPSU.</p> <p>SPSC would meet quarterly.</p>	<p>Be responsible for:</p> <ul style="list-style-type: none"> (i) overseeing the program implementation; (ii) helping solve policy-related issues that arise; (iii) providing guidance to the SPSU; (iv) approving AOPs; (v) ensuring timely budget release and disbursement of funds; (vi) approval of all reports, including DSHE Monitoring and DLI Achievement Report; (vii) ensuring compliance with fiduciary oversight arrangements; (viii) ensuring oversight and guidance of PPP activities; (ix) monitor the implementation status of GAP; and (x) ensuring the activities implemented are in accordance with EARF, RF, and SECPF. 	
SPIC	<p>SPIC will be led by the DG, DSHE and will be set up with members from concerned MOE co-implementing agencies, as well as the JPD of SPSU.</p> <p>SPIC would meet quarterly</p>	<p>Be responsible for:</p> <ul style="list-style-type: none"> (i) coordinating implementation activities; (ii) reviewing program implementation progress; (iii) making recommendations to improve monitoring and reporting systems; (iv) overseeing all the reporting and ensuring the quality to seek guidance of SPSC; (v) overseeing M&E activities and provide guidance to SPSU to develop the secondary education performance; and (vi) recommending annual plans for approval. 	
SPSU	<p>SPSU would be comprised of a management team led by the JPD with 32 officers, staff, technical team, and program officials to support concerned co-implementing agencies.</p>	<p>Be responsible for:</p> <ul style="list-style-type: none"> (i) preparing AOP in consultation with co-implementing agencies; (ii) managing and coordinating implementation of all 	<p>Officers: PD/DG; JPD(1); DD(2); AD(4); PO(4); AO(1); Stenographer(1); Computer Operators(4); Accountant(1);</p>

		<p>SESIP activities, including supporting co-implementing agencies and field level offices;</p> <p>(iii) managing and coordinating SESIP TA;</p> <p>(iv) coordinating focal points with SESIP co-implementing agencies;</p> <p>(v) managing EMIS & M&E to provide SESIP data for reporting;</p> <p>(vi) supporting institutionalization and M&E of PPP Cell;</p> <p>(vii) collecting and compiling progress reports for the quarterly SPSC and SPIC meetings;</p> <p>(viii) monitoring progress of all DLI as indicated in the DLI protocol;</p> <p>(ix) preparing documents as required to support reporting arrangements;</p> <p>(x) undertaking all procurement for SESIP; and</p> <p>(xi) preparing IFRs.</p>	<p>Storekeeper(1); Driver(4); Cash Sarker (1); MLSS(6); Sweeper (1) = 32 Field Program Officials (1,262)</p>
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AD = Assistant Director, AO = Account Officer, AOP = Annual Operation Plan, CAG = Office of the Comptroller and Auditor General, DD = Deputy Director, DG = Director General, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, EA = executing agency, EARF = Environmental Assessment and Review Framework, EMIS = Education Management Information System, ERD = Economic Relations Division, GAP = Gender Action Plan, IFR = interim unaudited financial report, IMED = Implementation Monitoring and Evaluation Division, JPD = Joint Project Director, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, MOPME = Ministry of Primary and Mass Education, PD = Project Director, PO = Project Officer, PPP = public-private partnership, RF = Resettlement Framework, SECPF = Small Ethnic Communities Planning Framework, SESIP = Secondary Education Sector Investment Program, SPIC = Sector Program Implementation Committee, SPSC = Sector Program Steering Committee, SPSU = Sector Program Support Unit, TA = technical assistance.

Source: Asian Development Bank.

B. Key Persons Involved in Implementation

Table 4: Key Persons Involved in Implementation

Executing Agency	
Ministry of Education	Dr. Kamal Abdul Naser Chowdhury Secretary Ministry of Education Bangladesh Secretariat Tel: +88 02 716 7577 Email address: info@MOEdu.gov.bd
Asian Development Bank	
Division Director	Mr. Sungsup Ra Director, SAHS South Asia Department Asian Development Bank 6 ADB Avenue Mandaluyong City, 1550, Metro Manila, Philippines Tel: +632 632-4629 sungsupra@adb.org
Mission Leaders	Ayako Inagaki Principal Education Specialist South Asia Department Asian Development Bank 6 ADB Avenue Mandaluyong City, 1550, Metro Manila, Philippines Tel: +632 632-6612 Email: ainagaki@adb.org
	Eisuke Tajima Social Sector Specialist (Education) South Asia Department Asian Development Bank 6 ADB Avenue Mandaluyong City, 1550, Metro Manila, Philippines Tel: +632 632-6809 Email: etajima@adb.org

Chart 1: MOE Organizational Structure

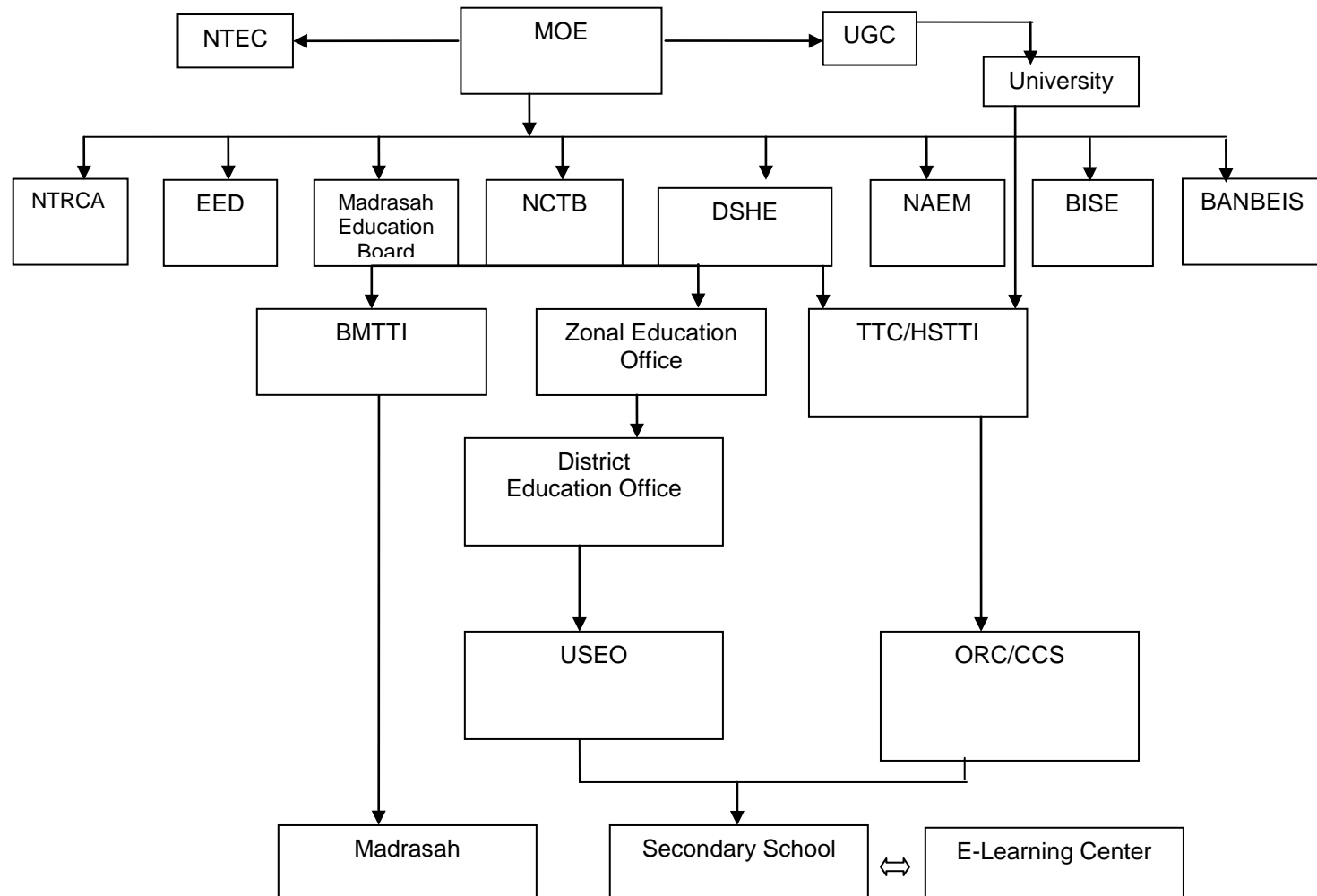


Chart 2: DSHE Organizational Structure under SESIP

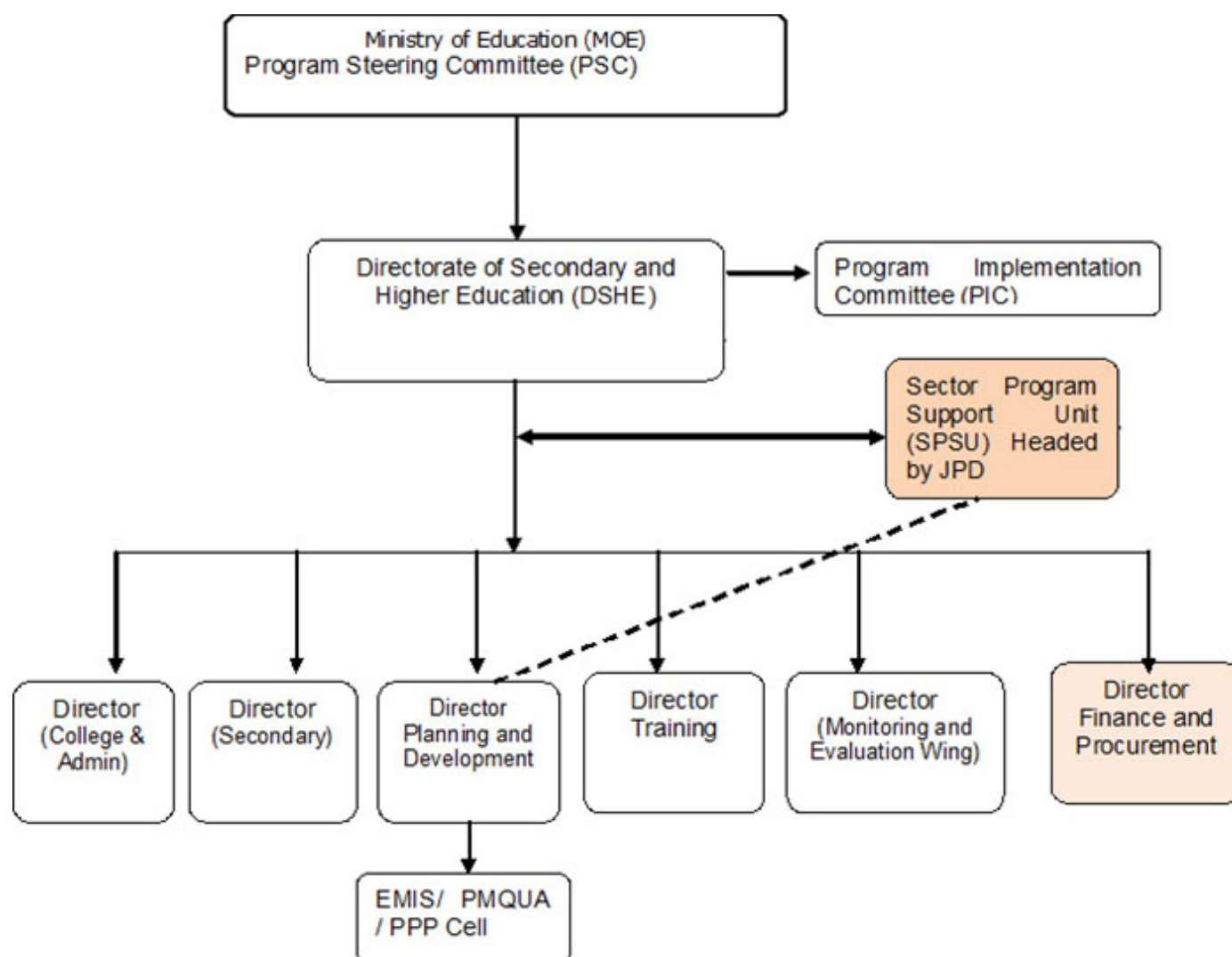


Chart 3: SESIP Implementation Arrangements

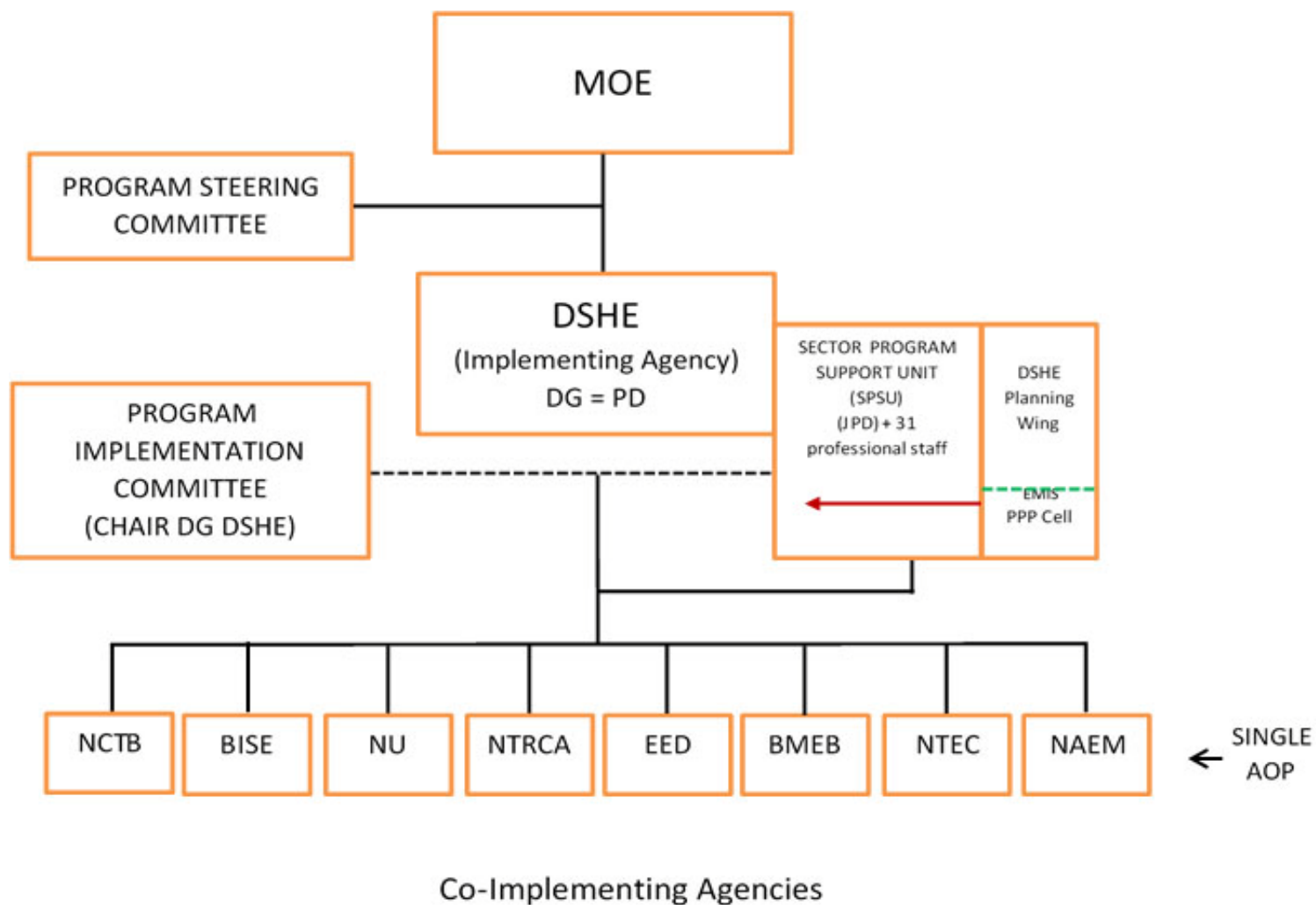
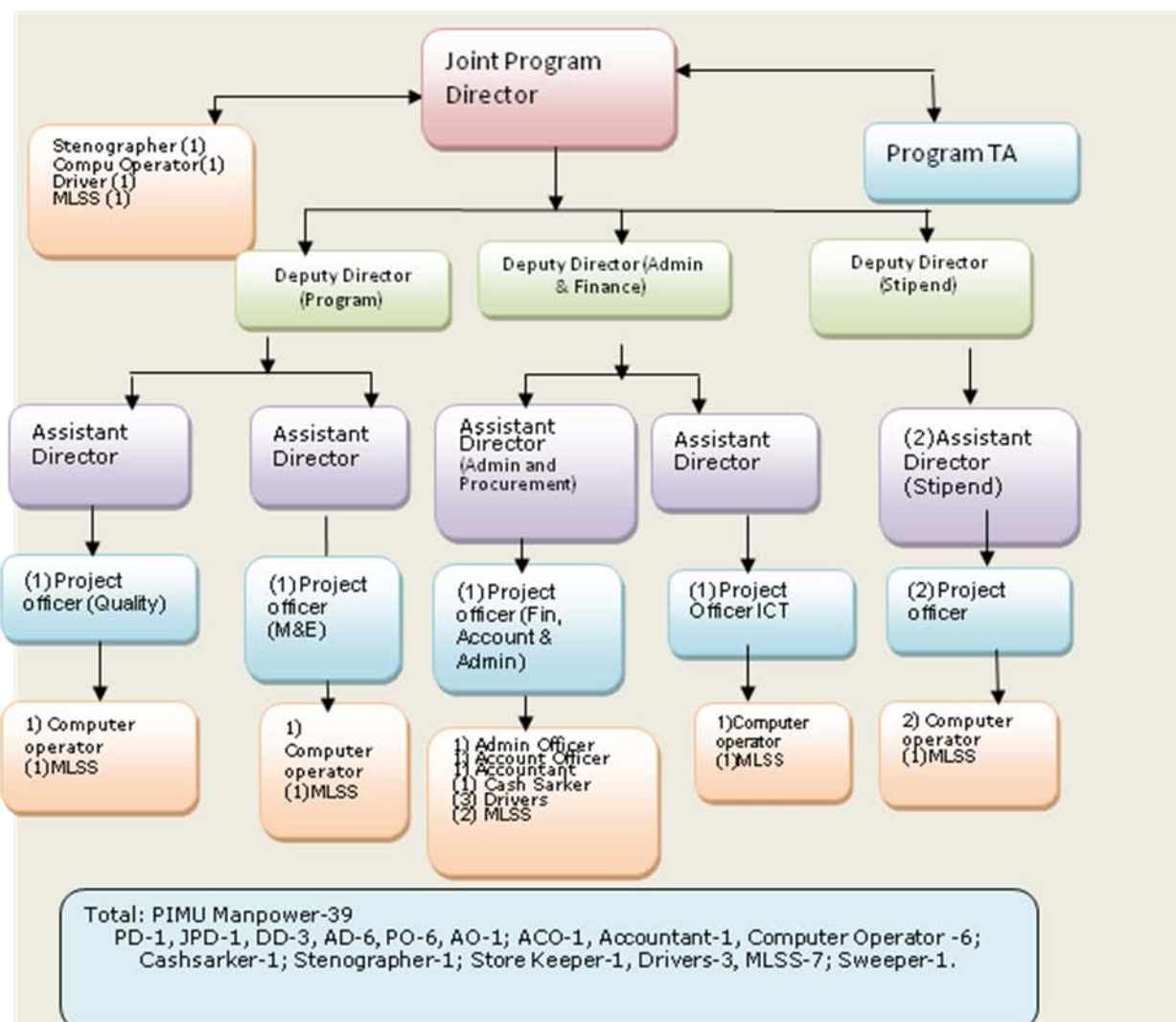


Chart 4 - SESIP Program Support Unit (SPSU)



IV. COSTS AND FINANCING

A. Investment and Financing Plan for a 10-Year Multitranchise Financing Facility

28. The total cost of the SESIP is estimated at \$17.1 billion for ten years of which the revenue budget will account for \$15.0 billion (89.2%) and the remaining for development projects (\$2.02 billion) which includes ongoing projects (including IDA \$250 million), contingencies (\$91.2 million), taxes and duties (\$100 million), and financing charges during implementation (\$10 million). Development budget refers to an investment program in Bangladesh which is to be implemented through the development project proforma and may or may not be financed from a development partner fund. Nondevelopment budget refers to revenue budget which is implemented through the government's treasury system with or without development project proforma. Both development and nondevelopment budget comprise capital and recurrent expenditures with same economic codes. Ongoing projects⁷ are part of the sector framework and refer to parallel projects financed either by the government only or by the government and development partners. SESIP is a sector investment program and provides support to the entire subsector including revenue budget. It is planned that ADB will provide \$500 million equivalent multitranchise financing facility in the form of loans. SESIP investment and financing plan for the 10-year period is given in Table 5 and Table 6.

Table 5: Program Investment Plan (US\$ million) 10 years

Item	Amount
A. Development Budget	
(i) Result Area 1: Enhanced Quality and Relevance of Secondary Education	344.9
(ii) Result Area 2: More Equitable Access and Better Retention	462.1
(iii) Result Area 3: Strengthened Secondary Education Management and Governance	198.2
(iv) Taxes and Duties	100.0
Total A1.	1,105.2
A.2 Contingencies	91.2
A.3 Financing charge during implementation	10.0
Subtotal A=(A1+A2+A3)	1,206.4
B. Ongoing Development Budget	819.9
C. Nondevelopment Budget	15,083.7
Total (A+B+C)	17,110.0

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 6: Financing Plan 10 years

Source	Tranche 1 (\$ million)	Tranche 2 (\$ million)	Tranche 3-4 (\$ million)	Total Amount (\$ million)	Share of total (%)
ADB	90	185	225	500	2.9%
IDA	100	150	...	250	1.4%
Government	1631	1524	13205	16360	95.7%
Total	1821	1859	13430	17110	100.0%

ADB = Asian Development Bank, IDA = International Development Association.

... = to be determined.

Source: Asian Development Bank estimates.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

⁷ Key ongoing projects include: Secondary Education Sector Development Project (SESDP); Secondary Education Quality & Access Enhancement Project (SEQAEP); Teaching Quality Improvement in Secondary Education Project II (TQI II).

B. Investment and Financing Plan of Tranche 1

29. SESIP cost for Tranche 1 (FY2013–2014 to FY2016–2017) is estimated at \$1,721 million, including taxes and duties. The total cost includes development budget (\$196.3 million) and revenue budget of \$1,524.7 million. Table 7 shows the investment plan. The Government of Bangladesh (GOB) has requested a loan of \$90 million equivalent from ADB's Special Funds resources (Tranche 1) to finance 5.5% of the program cost. GOB is to provide \$1631 million equivalent to about 89.6% of the program cost. Table 8 shows the financing plan.

Table 7: Program Investment Plan

Item	Amount (US Million)
A.1 Development Budget	
(i) Result Area 1: Enhanced Quality and Relevance of Secondary Education	72.1
(ii) Result Area 2: More Equitable Access and Better Retention	41.0
(iii) Result Area 3: Strengthened Secondary Education Management and Governance	65.2
(iv) Taxes and Duties	8.7
Total A1.	187.0
A.2 Contingencies	7.5
A.3 Financing charge during implementation	1.8
A.4 IDA	100
Subtotal A=(A 1+A2+A3+A4)	296.3
B. Nondevelopment Budget*	1,524.7
Total (A+B)	1,821.0

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 8: Financing Plan Tranche 1

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank	90	4.9%
International Development Association	100	5.5%
Government	1631	89.6%
Total	1821	100%

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 9: Detailed Cost Estimates by Result: 10-Year Investment Program

Items	(Taka Million)			(US\$ Million)			% of Total
	Local	Foreign	Total	Local	Foreign	Total	
A. Component 1- Enhanced Quality and Relevance of Secondary Education							
1. Improved Quality & Relevance of Curriculum	7,622.7	2,000.0	9,622.7	95.3	25.0	120.3	1%
2. Strengthened Teachers Capacity	2,759.0	-	2,759.0	34.5	-	34.5	0%
3. Improved Classroom Assessment Procedure and National Examinations	1,823.4	-	1,823.4	22.8	-	22.8	0%
4. Enhanced Use of ICT for Pedagogy	6,145.6	7,116.0	13,261.6	76.8	89.0	165.8	1%
5. Improved Labor Market Links	128.0	-	128.0	1.6	-	1.6	0%
Subtotal	18,478.6	9,116.0	27,594.6	231.0	114.0	344.9	2%
B. Component 2-More Equitable Access and Better Retention							0%
1. School Infrastructure Improved	25,045.4	-	25,045.4	313.1	-	313.1	2%
2. Flexible Learning Pathways	44.0	-	44.0	0.6	-	0.6	
3. Access and Retention Improved	11,736.8	144.0	11,880.8	146.7	1.8	148.5	1%
Subtotal	36,826.2	144.0	36,970.2	460.3	1.8	462.1	3%
C. Component 3-Strengthened Secondary Education Management and Governance							0%
1. Strengthened Decentralized Education Management	12,114.7	-	12,114.7	151.4	-	151.4	1%
2. Strengthened Information Management	469.2	-	469.2	5.9	-	5.9	0%
3. Improved Teachers Management	578.0	-	578.0	7.2	-	7.2	0%
4. Effective Planning, Management, and Coordination	1,771.8	706.0	2,477.8	22.1	8.8	31.0	0%
5. Strengthening Monitoring , Evaluation and Reporting	213.0	-	213.0	2.7	-	2.7	0%
Subtotal	15,146.7	706.0	15,852.7	189.3	8.8	198.2	1%
i. Total BASELINE COSTS (A+B+C)	70,451.5	9,966.0	80,417.5	880.6	124.6	1,005.2	6%
ii. Taxes and Duties	8,000.0	-	8,000.0	100.0	-	100.00	1%
iii. Contingencies							0%
Physical Contingencies	1,608.0	-	1,608.0	20.1	-	20.1	0%
Price Contingencies	5,690.0	-	5,690.0	71.1	-	71.1	0%
Total: Contingencies (iii)	7,298.0	-	7,298.0	91.2	-	91.2	1%
IV. Financing Charges During Implementation¹	-	800.0	800.0	-	10.0	10.0	0%
1. Development budget of SESIP [i+ii+iii+iv]	85,749.5	10,766.0	96,515.5	1,071.9	134.6	1,206.4	7%
2. Ongoing Development project	65,591.5	-	65,591.5	819.9	0.0	819.9	5%
3. Total Development Budget	151,341.02	10,766.00	162,107.02	1,891.76	134.58	2,026.34	12%
4. Nondevelopment Budget (Regular Budget)	1,206,695.0	-	1,206,695.0	15,083.7	-	15,083.7	88%
5. Total Program Cost [3+4]	1,358,036.0	10,766.0	1,368,802.0	16,975.5	134.6	17,110.0	100%

1. Interest charges on the ADB loan will be capitalized at 2% per annum during implementation period.

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 10: Detailed Cost Estimates by Result (US\$ million): Tranche 1

Items	(Taka Million)			(US\$ Million)			% of Total
	Local	Foreign	Total	Local	Foreign	Total	
A. Component 1- Enhanced Quality and Relevance of Secondary Education							
1. Improved Quality & Relevance of Curriculum	2,720.6	1,000.0	3,720.6	34.0	12.5	46.5	3%
2. Strengthened Teachers Capacity	2.0	-	2.0	0.0	-	0.0	0%
3. Improved Classroom Assessment Procedure and National Examinations	610.7	-	610.7	7.6	-	7.6	0%
4. Enhanced Use of ICT for Pedagogy	531.6	903.2	1,434.8	6.6	11.3	17.9	1%
Subtotal	3,864.8	1,903.2	5,768.0	48.3	23.8	72.1	4%
B. Component 2-More Equitable Access and Better Retention							0%
1. School Infrastructure Improved	539.7	-	539.7	6.7	-	6.7	0%
2. Access and Retention Improved	2,668.9	72.0	2,740.9	33.4	0.9	34.3	2%
Subtotal	3,208.6	72.0	3,280.6	40.1	0.9	41.0	2%
C. Component 3-Strengthened Secondary Education Management and Governance							0%
1. Strengthened Decentralized Education Management	3,367.2	-	3,367.2	42.1	-	42.1	2%
2. Strengthened Information Management	282.6	-	282.6	3.5	-	3.5	0%
3. Improved Teachers Management	2.0	-	2.0	0.0	-	0.0	0%
4. Effective Planning, Management, and Coordination	1,203.1	286.0	1,489.1	15.0	3.6	18.6	1%
5. Strengthening Monitoring , Evaluation and Reporting	72.0	-	72.0	0.9	-	0.9	0%
Subtotal	4,926.9	286.0	5,212.9	61.6	3.6	65.2	4%
i. Total BASELINE COSTS (A+B+C)	12,000.3	2,261.2	14,261.5	150.0	28.3	178.3	10%
II. Taxes and Duties	695.2		695.2	8.7		8.7	1%
iii. Contingencies							0%
Physical Contingencies	42.0	-	42.0	0.5	-	0.5	0%
Price Contingencies	564.5	-	564.5	7.1	-	7.1	0%
Total: Contingencies (iii)	606.5	-	606.5	7.6	-	7.6	0%
IV. Financing Charges During Implementation¹	-	144.0	144.0	-	1.8	1.8	0%
1. Development budget of SESIP [(i+ii+iii+iv)*]	13,302.0	2,405.2	15,707.2	166.3	30.1	196.3	11%
2. Nondevelopment Budget (Regular Budget)	121,976.8	-	121,976.8	1,524.7	-	1,524.7	89%
Total Program Cost [1+2]	135,278.8	2,405.2	137,684.0	1,691.0	30.1	1,721.0	100%

1. Interest charges on the ADB loan will be capitalized at 2% per annum during implementation period.

*Excluding IDA\$100million

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 11: Detailed Cost Estimates by Expenditure Category: 10-Year Investment Program

Items	(Taka Million)			(US\$ Million)			% Of Total
	Local	Foreign	Total	Local	Foreign	Total	
I. Investment Costs							
1. Civil Works	33,649.4	-	33,649.4	420.6	-	420.6	2%
2. Equipment	5,679.3	8,886.0	14,565.3	71.0	111.1	182.1	1%
3. Vehicles	78.0	-	78.0	1.0	-	1.0	0%
4. Furniture	939.0	-	939.0	11.7	-	11.7	0%
5. Learning Materials & Teachers guide	1,609.0	-	1,609.0	20.1	-	20.1	0%
6. Stipend	8,911.2	-	8,911.2	111.4	-	111.4	1%
7. Seminar, Studies and Workshop	283.9	144.0	427.9	3.5	1.8	5.3	0%
8. Teachers Salary	560.0	-	560.0	7.0	-	7.0	0%
9. Manpower	5,594.2	-	5,594.2	69.9	-	69.9	0%
10. Technical Assistance							
International Consultants	-	706.0	706.0	-	8.8	8.8	0%
National Consultants	489.6	-	489.6	6.1	-	6.1	0%
Subtotal	489.6	706.0	1,195.6	6.1	8.8	14.9	0%
11. Training							0%
Local Training	9,649.7	-	9,649.7	120.6	-	120.6	1%
Oversea Training	-	269.0	269.0	-	3.4	3.4	0%
Subtotal	9,649.7	269.0	9,918.7	120.6	3.4	124.0	1%
12. Operating Cost	2,969.0	-	2,969.0	37.1	-	37.1	0%
I. Total BASELINE COSTS	70,412.3	10,005.0	80,417.3	880.2	125.1	1,005.2	6%
II. Taxes and Duties	8,000.0	-	8,000.0	100.0	-	100.0	1%
III. Contingencies							
Physical Contingencies	1,608.0	-	1,608.0	20.1	-	20.1	0%
Price Contingencies	5,690.0	-	5,690.0	71.1	-	71.1	0%
Total: Contingencies (III)	7,298.0	-	7,298.0	91.2	-	91.2	1%
IV. Financing Charges During Implementation¹	-	800.0	800.0	-	10.0	10.0	0%
1. Development budget of SESIP [i+ii+iii+iv]	85,710.3	10,805.0	96,515.3	1,071.4	135.1	1,206.4	7%
2. Ongoing Development project	65,591.5	-	65,591.5	819.9	0.0	819.9	5%
3. Total Development Budget	151,301.8	10,805.0	162,106.8	1,891.2	135.0	2,026.3	12%
4. Nondevelopment Budget (Regular Budget)	1,206,695.0	-	1,206,695.0	15,083.7	-	15,083.7	88%
5. Total Program Cost [3+4]	1,357,996.8	10,805.0	1,368,801.8	16,975.0	135.1	17,110.0	100%

Source: Asian Development Bank

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 12: Detailed Cost Estimates by Expenditure: Tranche 1

Items	(taka million)			(US\$ million)			% Of Total
	Local	Foreign	Total	Local	Foreign	Total	
I. Investment Costs							
1. Civil Works	825.7	-	825.7	10.3	-	10.3	1%
2. Equipment	425.5	1,800.0	2,225.5	5.3	22.5	27.8	2%
3. Vehicles	87.0	-	87.0	1.1	-	1.1	0%
4. Furniture	234.3	-	234.3	2.9	-	2.9	0%
5. Learning Materials & Teachers guide	34.0	-	34.0	0.4	-	0.4	0%
6. Stipend	2,595.0	-	2,595.0	32.4	-	32.4	2%
7. Seminar, Studies and Workshop	501.0	72.0	573.0	6.3	0.9	7.2	0%
8. Teachers Salary	876.0	-	876.0	11.0	-	11.0	1%
9. Manpower	2,203.9	-	2,203.9	27.5	-	27.5	2%
10. Technical Assistance			-	-	-	-	0%
International Consultants	-	286.0	286.0	-	3.6	3.6	0%
National Consultants	189.6	-	189.6	2.4	-	2.4	0%
Subtotal	189.6	286.0	475.6	2.4	3.6	5.9	0%
11. Training							0%
Local Training	2,926.0	-	2,926.0	36.6	-	36.6	2%
Overseas Training	-	103.2	103.2	-	1.3	1.3	0%
Subtotal	2,926.0	103.2	3,029.2	36.6	1.3	37.9	2%
12. Operating Cost	994.3	-	994.3	12.4	-	12.4	1%
I. Total BASELINE COSTS	11,892.2	2,261.2	14,153.4	148.7	28.3	176.9	10%
II. Taxes and Duties	700.0		700.0	8.8		8.8	1%
III. Contingencies							0%
Physical Contingencies	42.0	-	42.0	0.5	-	0.5	0%
Price Contingencies	664.3	-	664.3	8.3	-	8.3	0%
Total: Contingencies (III)	706.3	-	706.3	8.8	-	8.8	1%
IV. Financing Charges During Implementation	-	144.0	144.0	-	1.8	1.8	
1. Development budget of SESIP [i+ii+iii+iv]	13,298.5	2,405.2	15,703.7	166.2	30.1	196.3	11%
2. Nondevelopment Budget (Regular Budget)*	121,976.8	-	121,976.8	1,524.7	-	1,524.7	89%
Total Program Cost [1+2]	135,275.3	2,405.2	137,680.5	1,690.9	30.1	1,721.0	100%

*Excluding IDA \$100million

Source: Asian Development Bank. The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 13: Detailed Cost Estimates by Output: 10-Year Investment Program (in \$million)

Items	Total Amount	Output-1		Output-2		Output-3		Others	
		Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category
I. Investment Costs									
1. Civil Works	420.6	22.8	5.41%	312.6	74%	85.3	20.28%	-	0.00%
2. Equipment	182.1	177.1	97.25%	0.8	0%	4.1	2.27%	-	0.00%
3. Vehicles	1.0	0.4	35.90%	0.1	10%	0.5	50.00%	-	0.00%
4. Furniture	11.7	11.4	96.91%	0.1	1%	0.3	2.24%	-	0.00%
5. Learning Materials & Teachers guide	20.1	10.4	51.52%	9.3	46%	0.5	2.36%	-	0.00%
6. Stipend	111.4	-	0.00%	111.4	100%	-	0.00%	-	0.00%
7. Seminar, Studies and Workshop	5.3	1.8	32.74%	3.3	62%	0.3	4.91%	-	0.00%
8. Teachers Salary	7.0	-	0.00%	-	0%	7.0	100.00%	-	0.00%
9. Manpower	69.9	3.7	5.33%	1.2	2%	65.0	92.91%	-	0.00%
10. Technical Assistance	-	-		-		-			
International Consultants	8.8	4.1	46.12%	1.1	13%	3.6	41.25%	-	0.00%
National Consultants	6.1	2.4	38.89%	0.7	11%	3.1	50.00%	-	0.00%
Subtotal	14.9	6.5	43.16%	1.8	12%	6.7	44.83%	-	0.00%
11. Training	-	-		-		-			
Local Training	120.6	114.4	94.87%	0.0	0%	6.2	5.15%	-	0.00%
Overseas Training	3.4	3.2	94.42%	-	0%	0.2	5.58%	-	0.00%
Subtotal	124.0	117.6	94.85%	0.0	0%	6.4	5.16%	-	0.00%
12. Operating Cost	37.1	-	0.00%	23.3	63%	13.9	37.45%	-	0.00%
I. Total BASELINE COSTS	1,005.2	351.4	34.96%	463.9	46%	190	18.89%	-	0.00%
II. Taxes and Duties	100.0	30.0	30.00%	35.0	35%	35	35.00%		0.00%
III. Contingencies									
Physical Contingencies	20.1	10.1	50.25%	5.0	25%	5	24.88%		0.00%
Price Contingencies	71.1	13.1	18.40%	46.7	66%	11.4	15.96%		0.00%
Total: Contingencies (III)	91.2	23.2	25.41%	51.7	57%	16.4	17.92%	-	0.00%
IV. Financing Charges During Implementation¹	10.0	3.3	33.00%	3.3	33%	3.4	34.00%		0.00%
1. Development budget of SESIP [i+ii+iii+iv]	1,206.4	407.9	33.81%	553.9	46%	244.6	20.28%	-	0.00%
2. Ongoing Development project*	819.9	-	-	-	-	-	-	819.9	100.00%
3. Total Development Budget	2,026.3	407.9	0.3	553.9	0.5	244.6	0.2	819.9	40.46%
4. Nondevelopment Budget (Regular Budget)	15,083.7	-	0.00%	-	0%	-	0.00%	15,083.7	100.00%
5. Total Program Cost [3+4]	17,110.0	407.9	0.3	553.9	0.5	244.6	0.2	15,903.6	92.95%

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 14: Detailed Cost Estimates by Output: Tranche 1

Items	Total Amount	Output-1		Output-2		Output-3		Others	
		Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category
I. Investment Costs									
1. Civil Works	10.3	4.0	0.4	6.3	0.6	0.1	0.0	-	0.00%
2. Equipment	27.8	22.4	0.8	0.1	0.0	5.3	0.2	-	0.00%
3. Vehicles	1.1	0.1	0.0	0.1	0.0	1.0	0.9	-	0.00%
4. Furniture	2.9	2.6	0.9	0.0	0.0	0.3	0.1	-	0.00%
5. Learning Materials & Teachers guide	0.4	0.2	0.5	-	-	0.2	0.5	-	0.00%
6. Stipend	32.4	-	-	32.4	1.0	-	-	-	0.00%
7. Seminar, Studies and Workshop	7.2	1.3	0.2	4.3	0.6	1.6	0.2	-	0.00%
8. Teachers Salary	11.0	-	-	-	-	11.0	1.0	-	0.00%
9. Manpower	27.5	1.3	0.0	0.5	0.0	25.8	0.9	-	0.00%
10. Technical Assistance	-	-		-		-			
International Consultants	3.6	1.7	0.5	0.5	0.1	1.5	0.4	-	0.00%
National Consultants	2.4	0.9	0.4	0.3	0.1	1.2	0.5	-	0.00%
Subtotal	5.9	2.6	0.4	0.7	0.1	2.7	0.4	-	0.00%
11. Training	-	-		-		-			
Local Training	36.6	33.2	0.9	0.1	0.0	3.3	0.1	-	0.00%
Overseas Training	1.3	1.3	1.0	-	-	-	-	-	0.00%
Subtotal	37.9	34.5	0.9	0.1	0.0	3.3	0.1	-	0.00%
12. Operating Cost	12.4	-	-	3.6	0.3	8.8	0.7	-	0.00%
I. Total BASELINE COSTS	176.9	68.9	0.4	48.0	0.3	60.0	0.3	-	0.00%
II. Taxes and Duties	8.8	1.8	0.2	1.0	0.1	6.0	0.7		0.00%
III. Contingencies									
Physical Contingencies	0.5	0.5	1.0	-	-	-	-		0.00%
Price Contingencies	8.3	1.9	0.2	4.3	0.5	2.1	0.3		0.00%
Total: Contingencies (III)	8.8	2.4	0.3	4.3	0.5	2.1	0.2	-	0.00%
IV. Financing Charges During Implementation¹	1.8	0.6	0.3	0.6	0.3	0.6	0.3		0.00%
1. Development budget of SESIP [i+ii+iii+iv]	196.3	73.6	0.4	54.0	0.3	68.6	0.3	-	0.00%
2. Nondevelopment Budget (Regular Budget)*	1,524.7	-	-	-	-	-	-	1,524.7	88.59%
Total Program Cost [1+2]	1,721.0	73.6	0.0	54.0	0.0	68.6	0.0	1,524.7	100%

* Excluding IDA 100 million

Source: Asian Development Bank.

The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Table 15: Detailed Cost Estimates by Outputs: 10-Year Investment Program (in \$million)

Items	Base Cost										Total	% of Total
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
I. Investment Costs												
1. Civil Works	-	2.1	40.0	100.0	102.9	80.9	71.0	12.6	11.2	-	420.7	2%
2. Equipment	0.3	0.5	17.9	56.7	24.1	24.7	23.1	21.5	13.1	0.1	182.1	1%
3. Vehicles	1.1	-	-	-	0.3	-	-	-	-	-	1.3	0%
4. Furniture	0.1	1.8	1.0	0.2	1.9	1.7	2.0	1.9	1.9	-	12.6	0%
5. Learning Materials & Teachers guide	0.0	0.0	1.1	2.0	3.5	3.4	2.8	2.5	2.4	2.3	20.0	0%
6. Stipend	7.0	7.7	8.5	9.3	10.2	11.3	12.4	13.6	15.0	16.6	111.5	1%
7. Seminar, Studies and Workshop	1.1	2.0	0.2	0.5	0.2	0.2	0.4	0.5	0.2	0.2	5.4	0%
8. Teachers Salary	2.7	2.7	0.8	0.8	-	-	-	-	-	-	7.1	0%
9. Manpower	6.9	6.7	7.1	7.1	7.0	7.0	7.0	7.0	7.0	7.0	69.4	0%
10. Technical Assistance											-	0%
International Consultants	1.0	1.0	0.9	0.7	0.9	0.9	0.9	0.9	0.9	0.9	8.8	0%
National Consultants	0.6	0.7	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.6	6.1	0%
Subtotal	1.6	1.7	1.5	1.2	1.5	1.5	1.5	1.5	1.5	1.5	14.9	0%
11. Training												0%
Local Training	8.5	17.4	12.2	18.0	15.7	15.9	10.8	9.8	7.0	5.3	120.6	1%
Overseas Training	-	0.2	0.4	0.1	0.7	1.0	0.3	0.6	-	-	3.4	0%
Subtotal	8.5	17.5	12.6	18.1	16.4	17.0	11.1	10.5	7.0	5.3	124.0	1%
12. Operating Cost	2.7	3.2	3.6	5.0	3.9	3.9	3.9	3.9	3.9	2.5	36.5	0%
I. TOTAL BASELINE COSTS	32.1	45.8	94.2	200.8	171.9	151.5	135.2	75.4	63.1	35.3	1,005.4	6%
II. Taxes and Duties	1.4	2.1	7.0	8.0	11.0	11.0	13.0	20.0	15.0	11.5	100.0	1%
III. Contingencies												0%
Physical Contingencies	0.0	0.2	2.0	2.0	2.0	4.0	4.0	2.0	2.0	2.1	20.3	0%
Price Contingencies	1.2	1.5	2.3	4.5	9.6	11.5	13.2	10.0	10.4	6.6	70.9	0%
Total: Contingencies (III)	1.3	1.7	4.3	6.5	11.6	15.5	17.2	12.0	12.4	8.7	91.2	1%
IV. Financing Charges During Implementation¹	0.5	0.5	1.0	1.0	1.0	2.0	1.1	1.0	1.0	1.0	10.0	0%
1. Development budget of SESIP [i+ii+iii+iv]	35.3	50.1	106.4	216.3	195.6	180.0	166.5	108.3	91.6	56.5	1,206.6	7%
2. Ongoing Development project*	62.5	62.5	62.5	62.5	154.5	123.6	98.9	79.1	63.3	50.6	819.9	5%
3. Total Development Budget	97.8	112.6	168.9	278.8	350.0	303.6	265.4	187.4	154.8	107.1	2,026.5	12%
4. Nondevelopment Budget (Regular Budget)	381.2	381.2	1,132.2	1,127.5	1,482.5	1,661.9	1,863.0	2,088.5	2,341.2	2,624.4	15,083.7	88%
5. Total Program Cost [3+4]	478.9	493.7	1,301.2	1,406.3	1,832.6	1,965.5	2,128.4	2,275.9	2,496.0	2,731.6	17,110.1	100%

Source: Asian Development Bank.

Table 16: Detailed Cost Estimates by Year: Tranche 1

Items	Base Cost					% of Total
	2014	2015	2016	2017	Total	
I. Investment Costs						
1. Civil Works	-	2.1	2.0	6.3	10.3	1%
2. Equipment	0.3	0.5	21.6	5.4	27.8	2%
3. Vehicles	1.1	-	-	-	1.1	0%
4. Furniture	0.1	1.8	1.0	-	2.9	0%
5. Learning Materials & Teachers guide	0.0	0.0	0.0	0.3	0.4	0%
6. Stipend	7.0	7.7	8.5	9.3	32.4	2%
7. Seminar, Studies and Workshop	1.1	1.8	2.1	2.1	7.2	0%
8. Teachers Salary	2.7	2.7	2.7	2.8	10.9	1%
9. Manpower	6.9	6.7	7.0	6.9	27.5	2%
10. Technical Assistance					-	0%
International Consultants	1.0	1.0	0.9	0.7	3.6	0%
National Consultants	0.6	0.7	0.6	0.5	2.4	0%
Subtotal	1.6	1.7	1.5	1.2	5.9	0%
11. Training						0%
Local Training	8.5	17.4	6.0	4.8	36.6	2%
Overseas Training	-	0.2	1.1	-	1.3	0%
Subtotal	8.5	17.5	7.1	4.8	37.9	2%
12. Operating Cost	2.7	3.2	3.2	3.4	12.4	1%
I. Total BASELINE COSTS	32.1	45.7	56.7	42.4	176.9	10%
II. Taxes and Duties	1.4	2.1	2.1	3.2	8.8	1%
III. Contingencies						0%
Physical Contingencies	0.0	0.2	0.3	0.0	0.5	0%
Price Contingencies	1.2	1.5	2.5	3.1	8.3	0%
Total: Contingencies (III)	1.3	1.7	2.8	3.1	8.8	1%
IV. Financing Charges During Implementation¹	0.5	0.5	0.5	0.5	1.8	0%
1. Development budget of SESIP [i+ii+iii+iv]	35.3	49.9	62.0	49.1	196.3	11%
2. Nondevelopment Budget (Regular Budget)*	381.2	381.2	381.2	381.2	1,524.7	89%
Total Program Cost [1+2]	416.4	431.1	443.2	430.3	1,721.0	100%

* Excluding IDA 100 million

Source: Asian Development Bank. The table was updated after the loan negotiation, as agreed with the government at the loan negotiation.

Chart 5: Contract and Disbursement S-curve Investment Program (Tranche-1)

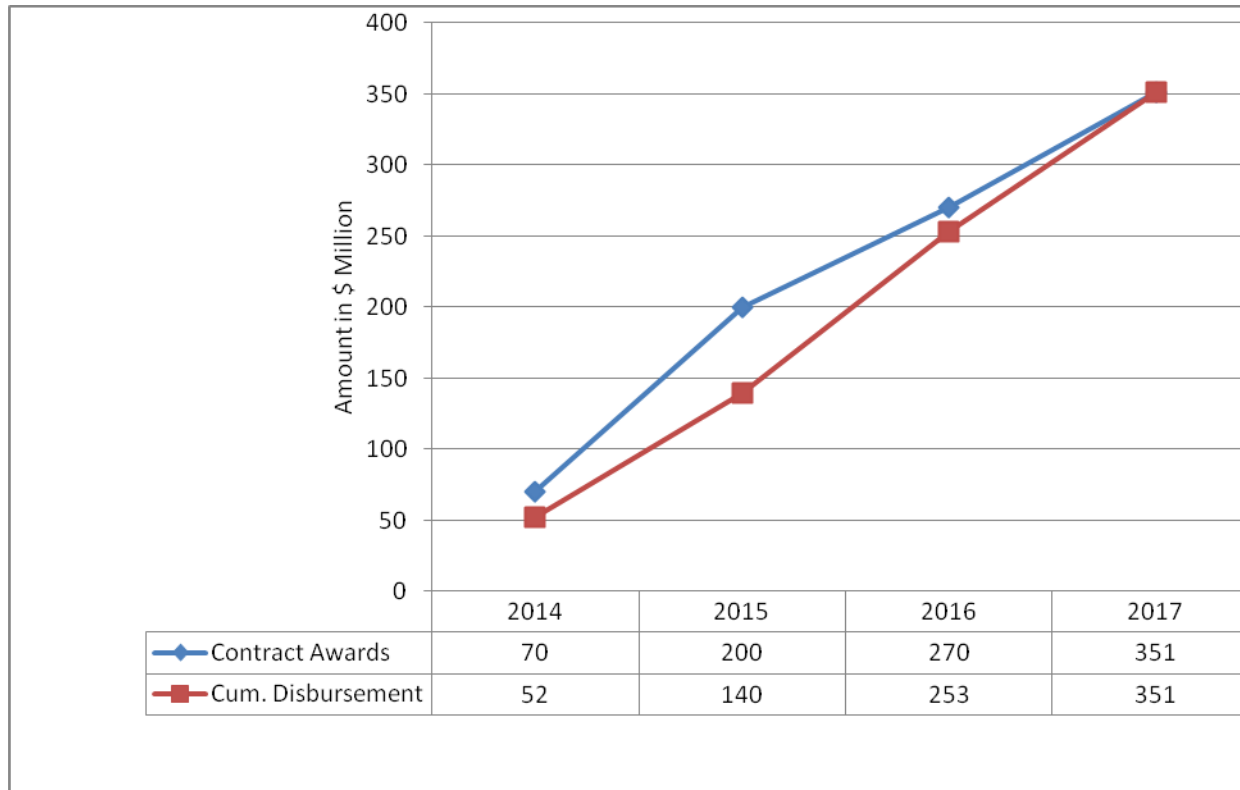
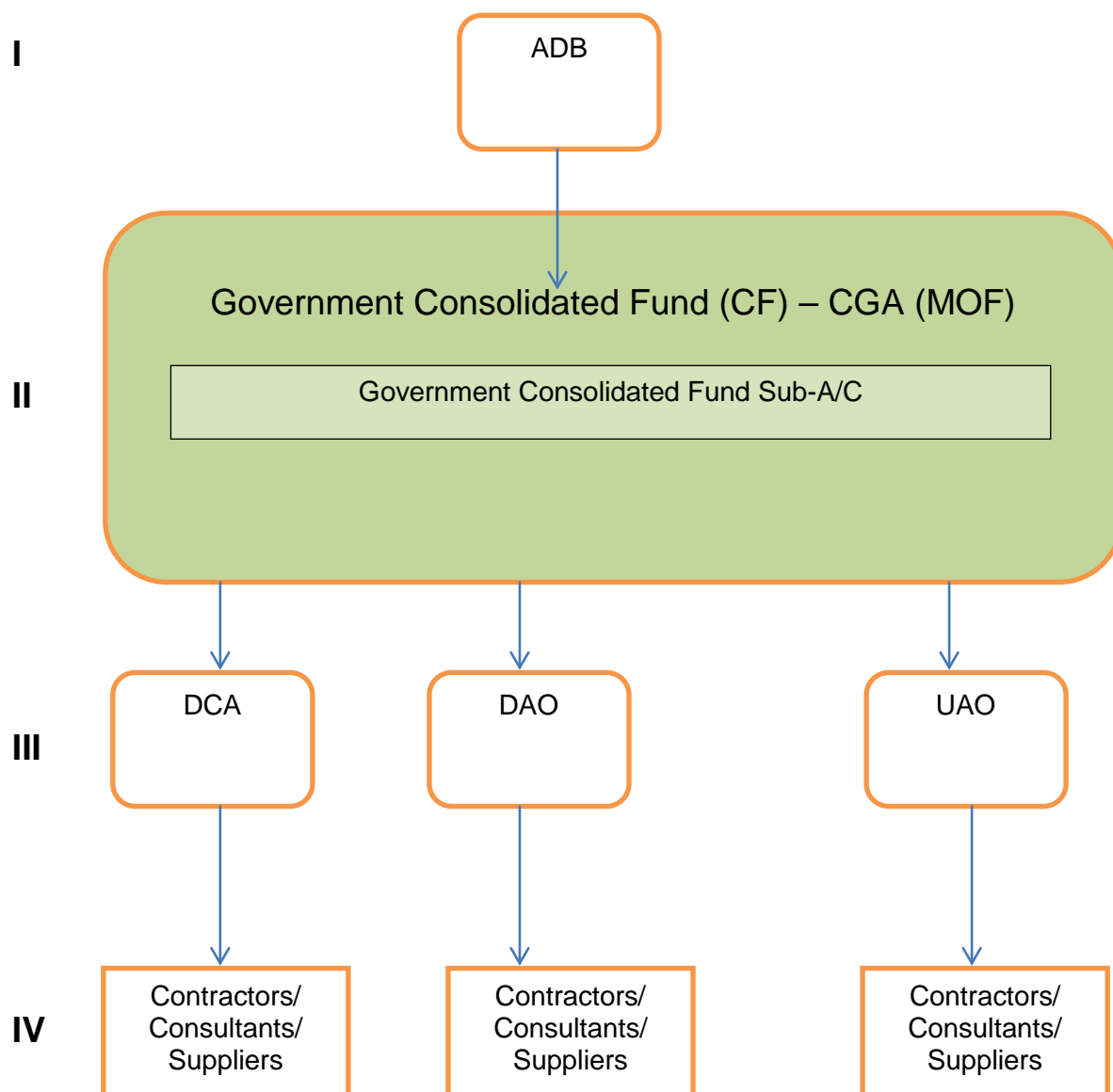


Chart 6 : Fund Flow Diagram

V. FINANCIAL MANAGEMENT

30. A financial management assessment was conducted during February–March 2013 reviewing the financial management practices at the MOE, DSHE, and CGA. A detailed understanding has been obtained by the financial management system in place, not only through review of prior assessments carried out but also through interviews and meetings with various government officials. A great deal of lessons learned from the PEDP III has been brought to bear on this assessment. The assessment has focused on (i) internal controls, (ii) fund flows, (iii) accounting, (iv) financial reporting, and (v) independent audit.

31. Key reforms in the government integrated budgeting and accounting system (IBAS) have helped improve financial management through extensive support of Strengthening Public Expenditure Management Program (SPEMP). Expanded IBAS is gradually gaining trust of foreign-aided programs and projects that are willing to channel funds through its system. SPEMP plans to upgrade IBAS with a further elaborated accounting system (IBAS Plus) from FY2014–FY2015. A separate component of SPEMP also supports capacity development of the CAG. To further improve financial management practices and mitigate fiduciary risks, measures which were put in the Procurement and Financial Management (PFM) Action Plan are the following: (i) reflect SESIP resource requirements in the medium-term budget framework for FY2013–2014 to FY2016–2017; (ii) agree with MOF on advance ceilings for selected cost centers for meeting immediate cash requirements; (iii) select IBAS-generated reports for program financial monitoring purposes and the form and content of the financial statements for annual reporting purposes, with maximum alignment with Expanded Cash Basis International Public Sector Accounting Standard; (iv) agree on the template for tracking uncleared advances, payment processing time, and monthly reconciliation between Drawing Disbursement Officers and accounts offices; (v) develop and implement a capacity development plan for MOE internal audit; and (v) agree on statement of external audits.

32. In addition to the MOE and DSHE-led risk mitigation measures, ADB will also conduct an Annual Fiduciary Review (AFR) that includes an annual post-procurement review. A special review may also be conducted should needs arise. The government and ADB will jointly select themes of the AFR and agree on the terms of references (TORs) every year. ADB will finance and recruit the AFR consultants through separate sources. The government and ADB will agree on actions to be implemented based on the recommendations of AFR and update the PFM Action Plan. Implementation of agreed actions in the updated PFM Action Plan will trigger achievement of DLI 7 (Strengthened Risk Management). The PFM Action Plan and generic TORs for the AFR and post-procurement review are attached as Appendix 5, 10, and 11.

33. SESIP expenditure framework that includes ADB loan proceeds is composed of eligible expenditure items from both development and nondevelopment expenditures. These Program Budget Head (PBH) includes: salaries of teachers and secondary education personnel, allowance, goods, works and services, grants to nongovernment schools, stipends, training, school repair and maintenance, surveys and studies, and seminars and workshops. PBHs exclude expenditures related to higher education, technical education, and ongoing GOB and foreign-aided projects. PBHs in nondevelopment expenditures exclude procurable items. A list of PBHs with broad financial allocation in accordance with government chart of account is in Appendix 9.

A. Disbursement Arrangements

34. The loan proceeds will be disbursed in accordance with ADB's Loan Disbursement Handbook (2012, as amended from time to time),⁸ and detailed arrangements agreed upon between the government and ADB. ADB will disburse the funds to the government's consolidated fund to a designated account with the Bangladesh Bank. MOE and DSHE will follow the regular government system for budget execution and payment will be made through the CGA system. DSHE will have an MOU with co-implementing agencies under MOE to ensure the funds to be utilized for the implementation of planned activities.

35. Disbursement will be made annually in May on a reimbursement basis with amounts contingent upon: (i) achieving DLIs and (ii) submission of IFRs for the corresponding period which will evidence that government spending on the SESIP PBHs exceeds ADB's contribution for the corresponding period. The IFRs will be prepared by DSHE-SPSU with support from the Chief Accounting Officer, MOE, based on the IBAS-generated budget management reports in accordance with the IFR format and submitted by MOE to ADB. The IFR will serve as the simplified statement of expenditure and supporting invoices is not required to be submitted together with withdrawal applications.

36. A set of DLIs have been selected from the program result framework for Tranche 1 and 2. The DLIs show sector outcomes, intermediate outcomes, institutional development, and performance results. The DLI matrix has 8 DLIs which include 3 DLIs related to quality and relevance, access, and retention. DLIs 4–6 are related to sector management and planning. DLI 7 is related to fiduciary risk management and DLI 8 is related to sector outcomes.

37. For each DLI, MOE and DSHE, in support of SPSU, will send a report with evidence of DLI achievement according to the DLI protocol to ADB. All DLIs need to be achieved to receive disbursement for respective DLIs. The funds linked to DLIs, can be disbursed in the following disbursement schedule if: (i) DLIs are achieved and (ii) submission of IFR for the corresponding period which will evidence that government spending on the SESIP PBH exceeds ADB's contribution for the corresponding period. The agreed DLI Matrix, DLI Verification, and DLI Disbursement Table are in Appendix 6 respectively.

38. To ensure effective project implementation and timely disbursement, MOE in close coordination with MOF and Bangladesh Bank, will be responsible for (i) preparing disbursement projections, (ii) collecting supporting documents, (iii) preparing withdrawal applications, and (iv) sending them to ADB.

39. Pursuant to ADB's Safeguard Policy Statement (SPS), 2009,⁹ ADB funds will not be applied to the activities described in the ADB Prohibited Investment Activities List set forth in the SPS. None of the PBHs of MOE or the PBHs includes any of the items from the prohibited investment activities list.

40. The program financial statements should reflect (i) aggregate procurement review value from ADB's non-member countries and (ii) the Simplified Statement of Expenditure and a reconciliation of Eligible Expenditure Categories to show that on a yearly basis, expenditure under the eligible PBHS (net of any declared misprocurement) cumulatively exceeds amounts due from ADB under the DLI matrix.

⁸ Available at: http://www.adb.org/Documents/Handbooks/Loan_Disbursement/loan-disbursement-final.pdf.

⁹ Available at: <http://www.adb.org/Documents/Policies/Safeguards/Safeguard-Policy-Statement-June2009.pdf>.

B. Accounting

41. DSHE, in close consultation with MOF and CGA, will maintain consolidated SESIP financial statements in accordance with the data generated by the IBAS and reconciled with the records of DSHE. The program financial statements will be prepared in accordance with international accounting best principles and practices as well as the government's accounting laws and regulations. The SESIP financial statements shall include a Statement of Sources and Uses of Funds, Statement of Budget Vs. Actual, and related explanatory notes and details of accounting policies. The Sources and Uses of Funds shall comprise all sources of funds, including from ADB, other donors and the government, consolidated expenditure comprising both development and nondevelopment expenditures incurred on the government's secondary education sector, including (but not limited to) PBHs which shall be funded by ADB. Nondevelopment and development expenditure on higher education and technical education, all expenditure incurred through discrete stand-alone projects and procurable items from the non-development expenditure shall be excluded from the SESIP financial statements.

C. Auditing

42. MOE will submit the audited financial statements in English language to ADB within 9 months after the end of each fiscal year. These financial statements shall be audited annually, in accordance with Bangladesh Auditing Standards consistently applied by CAG and MOF. In case of delayed submission, and if the requirements for satisfactory and acceptable quality of the audited accounts are not met, ADB reserves the right to commission a supplementary audit to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures. A draft 'Statement of Audit Needs' is attached as Appendix 13.

VI. PROCUREMENT AND CONSULTING SERVICES

A. Advance Contracting and Retroactive Financing

43. Advance contracting is allowed for recruitment of consulting services. All advance contracting will be undertaken in conformity with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time).¹⁰ The borrower and the executing/implementing agencies have been advised that the approval of advance contracting does not commit ADB to finance the project.

44. Retroactive Financing. Withdrawals from the Loan Account may be made for reimbursement of eligible expenditures incurred under the project before the effective date but not exceeding one year earlier than the date of the loan agreement in connection to recruitment of consultants for the initial phase of the project and/or operating costs of the SPSU, subject to a maximum amount equivalent to 20% of the loan amount. Note, however, that approval of retroactive financing does not commit ADB to financing the project.

B. Procurement of Goods, Works, and Consulting Services

45. The government will carry out all procurement of goods, works, and consulting services.

46. Goods and civil works will be procured in accordance with ADB's Procurement Guidelines (2012, as amended from time to time). Goods and works valued more than \$1 million

¹⁰ Available at: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>.

and \$2 million respectively will be procured using International Competitive Bidding and ADB's standard bidding documents, and subject to prior review. Goods and civil works valued below the respective International Competitive Bidding threshold will be procured using the National Competitive Bidding (NCB), in accordance with the government's Public Procurement Act, 2006 and Public Procurement Rules, 2008 subject to modifications agreed between the government and ADB as set out in the Facility Administration Manual (FAM) and procurement plan. For efficiency and economy, small civil works can be grouped together into larger bid packages, wherever feasible.

47. All consultants will be selected using ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). Consulting firms will be recruited through Quality and Cost-Based Selection and Consultants' Qualification Selection methods and subject to ADB's prior review. Outline of TORs for consulting services are in Appendix 14.

48. An 18-month procurement plan indicating threshold and review procedures, goods, works, consulting service contract packages, and NCB modifications is in Section C.

49. In support of transparency in procurement and implementation under the program, the executing agency will develop a Project and Procurement Management Information System and will post all details about each package on its website, as well as maintain records in the SPSU. The details will include: (i) package number; (ii) name, location of the school, and local education offices; (iii) estimated cost; (iv) financing agency; (v) date of issue of invitation for bids; (vi) date and time of submission; (vii) opening of bids; (viii) bid opening location; (ix) bid opening statement; (x) names of entities that purchased the bidding documents; (xi) names of bidders; (xii) names of the bid evaluation committee; (xiii) name of the approving authority; (xiv) name, designation and telephone number of officer in charge for implementation; (xv) name of the successful bidder; (xvi) contract amount; (xvii) date of start; and (xviii) scheduled date of completion.

50. The executing agency will also post, on a quarterly basis, the physical progress achieved and payments made to the contractor. Lastly, the website will also indicate the actual date of completion. Physical records including reports from the field, copies of bills, and claims and checks shall be maintained at the SPSU and will be available for inspection and audit.

C. Tranche 1 Procurement Plan

Basic Data

Project Name: Secondary Education Sector Investment Program	
Country: Bangladesh	Executing Agency: Ministry of Education
Loan Amount: \$90 million	Loan Number:
Date of First Procurement Plan {loan approval date};	Date of this Procurement Plan:

Source: Asian Development Bank.

1. Process Thresholds, Review, and 18-Month Procurement Plan

a. Project Procurement Thresholds

51. Except as ADB may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

Procurement of Goods and Works

Method	Threshold
International Competitive Bidding for Works	\$2 million
International Competitive Bidding for Goods	\$1 million
National Competitive Bidding for Works	Below \$2 million
National Competitive Bidding for Goods ¹	Below \$1 million
Shopping for Works	Below \$100,000
Shopping for Goods	Below \$100,000

Source: Asian Development Bank.

b. ADB Prior or Post Review

52. Except as ADB may otherwise agree, the following prior or post review requirements apply to the various procurement and consultant recruitment methods used for the project.

Procurement Method	Prior or Post	Comments
Procurement of Goods and Works		
ICB Works	Prior	
ICB Goods	Prior	
NCB Works	Prior/Post	ADB will prior review the 1st package
NCB Goods	Prior/Post	ADB will prior review the 1st package.
Shopping for Works	Post	
Shopping for Goods	Post	
Recruitment of Consulting Firms		
QCBS	Prior	
CQS	Prior	
Recruitment of Individual Consultants		
Individual Consultants	Prior	

ADB = Asian Development Bank, CQS = Consultant Qualification Selection, CB = International Competitive Bidding, NCB = National Competitive Bidding, QCBS = Quality and Cost-Based selection.

Source: Asian Development Bank.

c. Goods and Works Contracts Estimated to Cost More Than \$1 Million

53. The following table lists goods and works contracts for which procurement activity is either ongoing or expected to commence within the next 18 months.

General Description	Contract Value	Procurement Method	Prequalification of Bidders (y/n)	Advertisement Date (quarter/year)	Comments
ICT Equipment (6,400 nos laptop, 6,400 nos software, 640 nos Printers, 640 nos Multimedia projector, 640 IPS, 6,400 UPS and 640 LAN and installation) [DPP ref: G4#]	\$10 million	ICB	N	III/ 2015	One package with phased delivery over two years
Science equipment [DPP ref G5#]	\$12.5 million	ICB	N	I/2015	One package with phased delivery over two years
Furniture for School information hub [DPP ref G14#]	\$2 million	NCB	N	I/2014	9 packages (by zone) Procurement of furniture for the school

General Description	Contract Value	Procurement Method	Prequalification of Bidders (y/n)	Advertisement Date (quarter/year)	Comments
					information hubs will be taken up in a phased manner on zonal basis, hence, 9 packages are recommended. The furniture has been standardized by EED and easily available in the zones. If at a later stage, some of the zones can be clubbed together, then packaging will be revised accordingly.
Renovation of class room for school information hub at 512 schools and 128 madrasah [DPP ref W1#]	\$4 million	NCB	N	I/2014	9 packages (by zone) Renovation of classrooms for the school information hubs will be taken up in a phased manner on zonal basis, hence, 9 packages are recommended. These will be small packages and easily available in the zones. If at a later stage, some of the zones can be clubbed together, then packaging will be revised accordingly.

Source: Asian Development

d. Consulting Services Contracts Estimated to Cost More Than \$100,000

54. The following table lists consulting services contracts for which procurement activity is either ongoing or expected to commence within the next 18 months.

General Description	Contract Value	Recruitment Method	Advertisement Date (quarter/year)	International or National Assignment	Comments
Study on Verification of infrastructure development plan [DPP ref: S-4 #]	\$0.45 million	QCBS	I/2014	National	80:20
Review of Stipend Program [DPP ref: S-5 #]	\$0.45 million	QCBS	I/2014	International	90:10 Requires highly skilled expertise
International Effective Planning, Management and Coordination Consultants [DPP ref: S-2 #]	\$0.90 million	Individual	IV/2013	International	1 (One)Individual (36 person-month)
National Effective	\$0.20 million	Individual	IV/2013	National	1 (One)Individual

Planning, Management and Coordination Consultants [DPP ref S-3]					(40 Person-Month)
Program Management Consultants (Firm) [DPP ref: S-1]	\$4.85 million	QCBS	IV/2013	International	90:10 Requires highly skilled expertise

Source: Asian Development Bank.

e. Goods and Works Contracts Estimated to Cost Less than \$1 Million and Consulting Services Contracts Less than \$100,000

55. The following table groups smaller-value goods, works, and consulting services contracts for which procurement activity is either ongoing or expected to commence within the next 18 months.

Goods and Works

General Description	Contract Value	Procurement Method	Prequalification of Bidders (y/n)	Advertisement Date (quarter/year)	Comments
Vehicles (2 4WD, 7 Microbuses) [DPP Ref: G-1#]	\$0.73 million	NCB	N	I/ 2014	SPSU and co-implementing agencies
Motorcycle for Upazila & Thana academic supervisor (313 nos) [DPP Ref: G-2#]	\$0.65million	NCB	N	1/2014	Phased procurement over the 4 years.
Laptop, Printers, Photocopiers, IPS and ACs [DPP Ref: G-3#]	\$0.15 million	NCB	N	I/ 2014	SPSU
Renovation of Data Center of EMIS [DPP Ref: G-16#]	\$0.06 million	Shopping	N	I/2015	
Teaching Aid (Chart, map, globes, materials for 10000 schools [DPP Ref: G-17#]	\$0.37 million	NCB	N	1/2015	
Printing of Training materials (12,0000 nos curriculum materials and 2,500 science materials, 30,000 stipend guidelines) [DPP Ref: G-18#]	\$0.31 million	NCB	N	II/ 2014	
E-Learning modules (6 subjects) [DPP Ref: G-27#]	\$0.3 million	NCB	N	II/ 2014	
E-Learning Guideline (7,000 nos) [DPP Ref: G-19#]	\$0.02 million	Shopping	N	II/ 2014	
Printing of 60000 CQ guideline [DPP Ref: G-20#]	\$0.2 million	NCB	N	II/ 2014	
Printing of 12500 science manual [DPP Ref: G-21#]	\$0.03 million	NCB	N	II/ 2014	
Printing of 60000 SBA guideline [DPP Ref: G-22#]	\$0.2 million	NCB	N	II/ 2014	
Printing of 1951000	\$0.96 million	NCB	N	II/ 2014	

PBM materials [DPP Ref: G-23#]					
Printing of 40000 annual report [DPP Ref: G-24#]	\$0.15 million	NCB	N	III/ 2014	
EMIS software upgrade [DPP Ref: G-7#]	\$0.18 million	NCB	N	II/ 2015	
Intercom System [DPP Ref: G-28#]	\$0.012 million	Shopping	N	II/ 2015	

Source: Asian Development Bank.

Consultancy Service

General Description	Contract Value	Recruitment Method ¹	Advertisement Date (quarter/year)	International or National Assignment	Comments
Feasibility Study of Construction of DSHE New building [DPP Ref: S-8#]	\$0.062 million	CQS	II/2014	National	

Source: Asian Development Bank.

f. Indicative List of Packages Required Under the Project

56. The following table provides an indicative list of all procurement (goods, works and consulting services) over the life of the project. Contracts financed by the Borrower and others should also be indicated, with an appropriate notation in the comments section.

Goods

General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Domestic Preference Applicable ¹	Comments
Vehicles (2 4WD, 7 Microbus) [DPP Ref: G-1#]	\$ 0.73 million	1	NCB	N	SPSU and co-implementing agencies
Motorcycle for Upazila & Thana academic supervisor (313 nos) [DPP Ref: G-2#]	\$0.65million	2	NCB	N	Phased procurement over the 4 years.
Laptop, Printers, photocopiers, IPS and ACs [DPP Ref: G-3#]	\$0.15 million	1	NCB	N	SPSU
ICT Equipment (6,400 nos laptop, 6,400 nos software, 640 nos Printers, 640 nos Multimedia projector, 640 IPS, 6,400 UPS and 640 LAN with installation) [DPP Ref: G-4#]	\$10 million	1	ICB	N	One package with phased delivery over two years
Science Equipment [DPP Ref: G-5#]	\$12.5 million	1	ICB	N	One package with phased delivery over two years
EMIS software upgrade [DPP Ref: G-7#]	\$0.18 million	1	NCB	N	
TV-10 +camera with mixer [DPP Ref: G-8#]	\$0.02 million	1	Shopping	N	EMIS
Computer and	\$0.98 million	1	NCB	N	For

Accessories (Computer with LCD Monitor-340 + UPS340 + Other Accessories 340 +Printer 340 + Laptop 595) [DPP Ref: G-9#]					District Decentralized Education Centers (including installation)
Supply and installation of Equipment (Multimedia Projector 80+ Photocopier 399+ Scanner 397+ Air conditioner 13+ IPS 529+ Digital Camera 2+ Fax Machine 521+ Telephone 138+ Spiral Baining Machine 592) [DPP Ref: G-10#]	\$4.12 million	9	NCB	N	Upazila and district offices by 9 zones
Internet modem (10,000 nos) [DPP Ref: G-11#]	\$0.25 million	2	NCB	N	
Internet bandwidth for EMIS, Zone and district (15mbps) 48 month	\$0.25 million	1	NCB	N	
Furniture for SPSU [DPP Ref: G-13#]	\$0.05 million	1	Shopping	N	
Furniture for School information hub [DPP Ref: G-14#]	\$2 million	9	NCB	N	9 packages by 9 zones
Furniture for Finance & Procurement Wing, PPP Cell, college & Adm wing, ZEO, DEO, USEO, EDU, CDW, NAEM, EMIS Cell, TSEO & Training Wing [DPP Ref: G-15#]	\$0.8 million	9	NCB	N	9 packages by 9 zones
Teaching Aid (Map, Globes & others materials for 10000 Schools) [DPP Ref: G-17#]	\$0.37million	1	NCB	N	
Printing of Training materials (120,000 nos curriculum materials and 2,500 science materials, 30,000 stipend guidelines) [DPP Ref: G-18#]	\$0.31 million	1	NCB	N	
E-Learning Guideline (7,000 nos) [G-19 #]	\$0.02 million	1	Shopping	N	
Printing of 60000 CQ guideline [DPP Ref: G-20#]	\$0.2 million	1	NCB	N	
Printing of 12500 science manual [DPP Ref: G-21#]	\$0.03 million	1	Shopping	N	Loan financing
Printing of 60000 SBA guideline [DPP Ref: G-22#]	\$0.2 million	1	NCB	N	Loan financing
Printing of 1951000	\$0.96 million	1	NCB	N	Loan financing

PBM materials [DPP Ref: G-23#]					
Printing of 40000 annual report [DPP Ref: G-24#]	\$0.15 million	1	NCB	N	Loan financing
E-Learning modules (6 subjects) [DPP Ref: G-27#]	\$0.3 million	1	NCB	N	Loan financing
Intercom System [DPP Ref: G-28#]	\$0.012 million	1	Shopping	N	Loan financing

Source: Asian Development Bank.

Works

General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Domestic Preference Applicable ¹	Comments
Renovation of class room for school information hub [DPP Ref: W-1#]	\$4 million	9	NCB	N	9 packages by 9 zones
Construction/ Rehabilitation of school [DPP Ref: W-2#]	\$12.5 million	10	NCB	N	100 priority schools
Plantation of Tree [DPP Ref: W-3#]	\$0.006 million	1	Shopping	N	Schools
Arsenic & others Test [DPP Ref: W-4#]	\$0.006 million	1	Shopping	N	Schools
Renovation of Data Center of EMIS [DPP Ref: W-5#]	\$0.06 million	1	Shopping	N	
Data entry and processing of Stipend [DPP Ref: S-7#]	\$0.5million	1	NCB	N	-

Source: Asian Development Bank.

Consulting Services

General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Recruitment Method	Type of Proposal	Comments
Program Management Consultants [DPP Ref: S-1#]	\$4.85 million	1	QCBS	FTP	90:10
International Effective Planning, Management and Coordination Consultants [DPP Ref: S-2#]	\$0.9 million	1	Individual	N/A	36 person-months
National Effective Planning, Management and Coordination Consultants [DPP Ref: S-3#]	\$0.2 million	1	Individual	N/A	40 person-months
Study on Verification of infrastructure development plan [DPP Ref: S-4#]	\$0.45 million	1	QCBS	STP	80:20
Review/impact of Stipend Program [DPP Ref: S-5#]	\$0.45 million	1	QCBS	FTP	90:10 (I/2014)
Procurement Training	\$0.1 million	1	QBS	BTP	-

[DPP Ref: S-6#]					
Feasibility Study of Construction of DSHE New building [DPP Ref: S-8#]	\$0.062 million	1	CQS	BTP	90:10
Review of stipend program [DPP Ref: S-9#]	\$0.45 million	1	QCBS	FTP	90:10 (I/2016)

Source: Asian Development Bank.

g. National Competitive Bidding

i. General

57. The procedures to be followed for NCB shall be those set forth for the National Open Tendering Method in the government's Public Procurement Rules, 2008 (as updated and issued pursuant to the Bangladesh Public Procurement Act, 2006) with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of the Procurement Guidelines.

ii. Advertising

58. Bidding of NCB contracts estimated at \$500,000 or more for goods and related services or \$1,000,000 or more for civil works shall be advertised on ADB's website via the posting of the Procurement Plan.

iii. Anticorruption

59. Definitions of corrupt, fraudulent, collusive, and coercive practices shall reflect the latest ADB Board-approved Anticorruption Policy definitions of these terms and related additional provisions (such as conflict of interest, etc.).

D. Location of Bid Submission

60. Submission of bids to 'primary' and 'secondary' locations, or 'multiple droppings' of bids shall not be required or allowed. Advertisements and bidding documents shall specify only one location for delivery of bids.

E. Rejection of All Bids and Rebidding

61. Bids shall not be rejected and new bids solicited without ADB's prior concurrence.

F. Member Country Restrictions

62. Bidders must be nationals of member countries of ADB and offered goods must be produced in member countries of ADB.

G. Lottery

63. A lottery system shall not be used to determine a successful bidder, including for the purpose of resolving deadlocks.

H. Qualification Requirements

64. A successful bidder must be determined by an assessment process that shall include the application of qualification requirements to all bids.

I. Rejection of Bids

65. A bid shall not be rejected on the grounds that its bid price is not within a percentage range above or below the contract estimate.

J. Safeguards

66. **Environment.** The tranche 1 has been classified as Category B for environment. In the PFR 1, civil works (construction of additional classrooms and upgrading school buildings such as science labs and ICT hubs) are planned. With adequate arrangements for design, construction/rehabilitation, operations, maintenance, and compliance measures, tranche 1 is not expected to create any significant or long-term adverse environmental impact. An EARF has been prepared for the whole facility period since the subprojects for construction facilities and other civil works will be identified during the implementation. This EARF has adequate provision to respond to any related issue that may arise during the whole facility implementation period. DSHE will prepare and disclose semi-annual monitoring reports that describe progress with implementation of the EARF and compliance issues and corrective actions, if any. The EARF is attached as Appendix 15.

67. **Resettlement.** The tranche 1 has been classified as Category C for involuntary resettlement. Neither land acquisition nor relocation of the people is planned during the tranche 1. The RF has been prepared for the whole facility period, in order to ensure that any issue that may invoke ADB's Involuntary Resettlement Policy due to such construction would be adequately addressed by the RF. The framework includes guidelines for obtaining different types of land, should there be such need; compensation principles and standards; monitoring and reporting; consultation; participation; and disclosure. Though there will be no physical displacement or little economic displacement of project affected peoples, and the social impact of civil works is anticipated to be nominal; the RF clearly defines all anticipated mitigating measures. The RF is attached as Appendix 17.

68. **Small Ethnic Communities.** The tranche 1 is category B for ADB's indigenous peoples policy classification. It has limited anticipated SEC impacts and subprojects will not be unknown until after ADB's Board approval. A SECPF has been developed for the whole facility period to ensure that the project process recognizes the community and individual needs of all SEC groups and to equally ensure that, if any impacts occur due to the SESIP intervention, they are quickly identified and mitigation measures are immediately put in place. Though any major social impact on the SEC population is not identified, the SECPF defines all possible mitigating measures anticipated, including the project's compliance with information disclosure, grievance redress mechanism, consultation requirements, and the executing agency's institutional arrangement for implementation of the SECPF. Needed cost for developing SEC Plan is budgeted in the tranche. The SECPF is attached as Appendix 16.

K. Gender

69. **Gender Action Plan.** A GAP prepared for tranche 1 supports the purpose and overall objectives of SESIP by explicit integration of gender concerns within the project outputs. The

GAP was developed based on a social analysis and is developed in accordance with the ADB Policy on Gender and Development, 1998. Specific actions and targets are set out in the GAP, with some of these targets included in the design and monitoring framework (DMF). The SPSU will be responsible for implementing, monitoring, and reporting progress on the GAP. Specific activities of the GAP are in Appendix 4.

L. Performance Monitoring, Evaluation, Reporting & Communication

1. Project Design and Monitoring Framework

70. The DMF is a summary of the program design and contains the core indicators that focus on the overall project results. Impact and outcomes are achieved through results area inputs aimed at achievement of performance targets and/or output indicators. The DMF defines the extent of ADB inputs for SESIP target achievement.

Table 17: MFF – 10-Year DMF for the Facility

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
Impact Increased employability of secondary education graduates	Percentage of working youths with a secondary education certificate in formal employment increasing to 46% in 2030 (2010 baseline: 22%)	Bangladesh Bureau of Statistics labor force survey report	Assumption Economic growth continues, absorbing secondary education graduates as skilled labor.
Outcome A more efficient and equitable and higher-quality secondary education system	<p>Cycle completion rate for grades 6–10 increased from 46.4% (F: 43.6% and madrasahs: 51.6%:) in 2011 to 58% (F:55% and madrasahs: 62%) in 2023</p> <p>Percentage of secondary school certificate students passing with A and A+ increased to 41% in 2023 in secondary school (F: 38%) (2011 baseline: 37%, F:34%) and to 51% in 2023 in madrasahs (F: 45%) (2011 baseline: 47%, F: 41%)</p> <p>Percentage of higher secondary certificate students passing with A and A+ increased to 38% in 2023 in secondary school (F: 38%) (2011 baseline: 33%, F: 34%) and to 35% in 2023 in madrasahs (F: 30%) (2011 baseline: 31%, F: 26%)</p>	<p>DSHE education management information system</p> <p>Bangladesh Bureau of Educational Information and Statistics annual education statistics report</p>	<p>Assumptions Commitment from all stakeholders continues for implementing the NEP.</p> <p>The government is committed to allocating sufficient budget for secondary education development.</p> <p>Risk Lack of interministry coordination delays the implementation of reform initiatives.</p>
Outputs 1. Enhanced quality and relevance of secondary education	<p>National Curriculum Policy Framework approved by 2016</p> <p>By 2023, revised curriculum implemented in at least 10,000 schools delivering improved content and teaching methodology,</p>	<p>Government's approved National Curriculum Policy Framework</p> <p>DSHE's annual report on secondary education performance</p>	<p>Assumptions The government makes all staffing appointments in a timely manner.</p> <p>The decentralization</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>particularly in science, mathematics, and English</p> <p>By 2023, at least 15 teacher training colleges awarded “centers of excellence” status in science, English, and mathematics</p> <p>By 2023, a revised national examination implemented</p> <p>By 2017, NSA plan approved</p> <p>By 2023, NSA conducted for grades 8 and 10</p> <p>By 2023, e-learning introduced in 3,800 schools with information hubs (40% madrasahs, 20% girls’ schools)</p> <p>By 2023, improved prevocational and vocational courses introduced in at least 100 secondary schools (40 madrasahs, 20 girls’ schools)</p>	<p>DSHE’s annual report on secondary education performance</p> <p>MOE approval of revised national examination</p> <p>MOE approval of NSA plan and the DSHE’s annual report on secondary education performance</p> <p>The DSHE’s annual report on secondary education performance</p> <p>The DSHE’s annual report on secondary education performance</p>	<p>plan is supported by relevant stakeholders for implementation.</p> <p>The government and development partners are committed to implementing the sector-wide approach road map.</p> <p>Risk Early marriage continues, especially among female school dropouts.</p>
<p>2. More equitable access and better retention</p> <p>3. Strengthened secondary education management and governance</p>	<p>By 2023, 5,000 schools in underserved areas expanded in accordance with the improved minimum standard of school construction set in 2014</p> <p>By 2023, at least 80% of 20 million stipend recipients retained in school</p> <p>By 2018, plans to delegate responsibilities of education management, including quality assurance at schools, from the DSHE to zone, district, and subdistrict education offices approved by the MOE</p> <p>By 2023, the MOE delegation plan implemented according to criteria and targets set</p> <p>By 2023, 350 subdistrict offices physically upgraded and adequate number of staff deployed</p>	<p>DSHE education management information system</p> <p>Third-party evaluation report on DLI achievement</p> <p>MOE approval of delegation plan with criteria and targets</p> <p>The DSHE’s guidelines on the delegation of education management to zone, district, and subdistrict education offices</p> <p>The DSHE’s annual report on secondary education performance</p>	

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>By 2023, revised national registration of teachers piloted from 2017 and implementation plan developed for national rollout</p> <p>Annual report on secondary education performance published by the DSHE by April every year from 2017</p> <p>By 2023, MOE-led harmonized secondary education program, funded by domestic and external resources, implemented in line with the sector-wide approach road map</p> <p>By 2023, the MOE and the DSHE reorganized and staff deployed according to the MOE plan to strengthen capacity in sector planning, decentralized management, M&E, procurement, and finance and fiduciary oversight; at least 80% of staff training plan implemented</p>	<p>National Teachers Education Committee pilot report</p> <p>The DSHE's published annual report for secondary education performance</p> <p>Joint financing arrangement</p> <p>MOE and DSHE reorganization and staff deployment plan</p> <p>MOE and DSHE staff training implementation report</p>	
Activities with Milestones 1. Enhanced quality and relevance of secondary education 1.1 Implementation plan for curriculum delivery including practical science teaching developed and implemented in two cycles (by 2013 and 2020) 1.2 220,000 teachers trained through the in-service teacher training program (by 2022) 1.3 Revised national examination piloted and 30,000 teachers trained (by 2017) 1.4 Information hubs with e-learning modules for science and other subjects piloted at 640 schools (in 2016) and expanded to 2,400 schools (by 2022) 1.5 Improved vocational and prevocational courses introduced in at least 100 schools (by 2020) 2. More equitable access and better retention 2.1 Policy guidelines with minimum standard of school construction developed and approved by the MOE (by 2014) and 5,000 priority schools physically upgraded (by 2023) 2.2 Existing stipend programs harmonized (by 2016) and at least 20 million students receiving harmonized stipend (by 2023) 3. Strengthened secondary education management and governance 3.1 Sector program support unit established with deployment of staff (by 2013) 3.2 DSHE decentralization plan with delegation of responsibilities of education management developed (by 2017) 3.3 Secondary education quality standards developed and education management information system systematically collecting data for the development of secondary education performance reports (by 2016) 3.4 Revised registration for teachers piloted and awareness-raising program organized for 12,000 teachers, head teachers, and school management committee members (by 2022) 3.5 DSHE reorganization plan developed in line with the sector-wide approach road			Inputs ADB: \$500 million IDA: \$250 million Government: \$16,360 million Total: \$17,110 million

map (by 2015)	
3.6 Joint review of the secondary education program framework conducted by the MOE, the DSHE, and development partners (from 2017)	

ADB = Asian Development Bank, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, F = Female, IDA = International Development Association, M&E = monitoring and evaluation, MOE = Ministry of Education, NEP = National Education Policy, NSA = national student assessment.

^a The indicator of improved learning achievement will be developed under the facility.

Source: Asian Development Bank.

Table 18: Design and Monitoring Framework Tranche 1 (2013–2017)

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
Impact A more efficient and equitable and higher quality secondary education system	<p>Cycle completion rate for grades 6–10 increased from 46.4% (F: 43.6% and madrasahs: 51.6%:) in 2011 to 58% (F:55% and madrasahs: 62%) in 2023</p> <p>Percentage of secondary school certificate students passing with A and A+ increased to 41% in 2023 in secondary school (F: 38%) (2011 baseline: 37%, F:34%) and to 51% in 2023 in madrasahs (F: 45%) (2011 baseline: 47%, F: 41%)</p> <p>Percentage of higher secondary certificate students passing with A and A+ increased to 38% in 2023 in secondary school (F: 38%) (2011 baseline: 33%, F: 34%) and to 35% in 2023 in madrasahs (F: 30%) (2011 baseline: 31%, F: 26%)</p>	<p>DSHE's EMIS</p> <p>BANBEIS Annual Education Statistics Report</p>	<p>Assumptions Commitment from all stakeholders is continued to implement NEP</p> <p>Government is committed to allocate sufficient budget for secondary education development</p> <p>Risk Lack of inter-ministry coordination delays the implementation of reform initiatives</p>
Outcome Improved inclusive participation in secondary education	<p>GER Secondary Education (grades 9–10) increased from 61% (F: 66%) in 2011 to 66% (F: 71%) in 2017</p> <p>Higher secondary education (grades 11–12) from 25% (F: 26%) to 29% (F: 29%) in 2017</p> <p>Survival rate (grade 9) increased from 58% (F: 55%) in 2011 to 60% (F: 57%) in 2017</p>	<p>DSHE's EMIS</p> <p>DSHE's EMIS</p>	<p>Assumptions Completion rate of primary education increases</p> <p>All the co-implementing agencies under MOE are committed to implement reform initiatives</p>
Outputs 1. Enhanced quality and relevance of secondary education	<p>1. By 2016, NCPF approved to make curriculum socially-inclusive and responsive to the skills required by the economy</p> <p>2. By 2017, 60,000 secondary school teachers (F:12,000) and 40,000 madrasah teachers (all female teachers) trained for curriculum delivery on core subjects: science, mathematics, English, Bangla, and Bangladesh Global Studies</p>	<p>MOE's approved Curriculum Implementation Plan and monitoring report</p> <p>DLI achievement report</p> <p>DSHE's EMIS</p>	<p>Assumptions Government will make all staffing appointments in a timely manner</p> <p>All concerned parties reach consensus on harmonized stipend program (targeting, its methodology, and delivery mechanism)</p> <p>Key stakeholders including DPs are committed to move towards SWAp</p>

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
	<p>3. By 2016, practical science teaching introduced in 3,000 secondary schools (750 girls' school) and 2,000 madrasah (girls' madrasah 500)</p> <p>4. By 2017, 6,000 secondary schools (1,500 girls' schools) and 4,000 madrasah (girls' madrasah 1,000) received science equipments and 6,000 secondary schools (girls' schools 1,500) and 4,000 madrasah (girls' madrasah 1,000) received other teaching aids</p> <p>5. By 2017, School Information Hubs and e-learning modules in science and other subjects piloted at 512 secondary schools (128 girls' schools) and 128 madrasah (30 girls madrasah)</p> <p>6. By 2016, Teacher Development Policy in secondary education approved</p> <p>7. By 2017, 36,000 secondary school teachers (F: 7,200) and 24,000 madrasah teachers (All the female teachers) trained in updated SBA</p>	<p>Third Party Evaluation Report for DLI achievement</p> <p>DSHE's EMIS</p> <p>DSHE's EMIS</p> <p>MOE's approved Teacher Development Policy</p> <p>DSHE's EMIS</p>	<p>Risk Weak coordination and limited capacity of MOE and DSHE delays implementation of the sector program</p>
2. More equitable access and better retention	<p>1. By 2015, MOE's policy guideline on minimum standard of school building construction to improve learning environment and gender-responsiveness approved</p> <p>2. By 2017, 100 priority schools (secondary school: 80 and madrasah: 20) upgraded</p> <p>3. By 2016, independent review of existing stipend programs conducted and a revised harmonized and gender- and socially-inclusive stipend program approved</p> <p>4. By 2017, at least 80% of 2 million stipend recipients are retained in school</p>	<p>Approved MOE's policy guideline</p> <p>DSHE's EMIS</p> <p>Independent Review Report, MOE's report on approved revised stipend program and DLI achievement report</p> <p>Third Party Evaluation Report for DLI achievement</p>	

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
3. Strengthened secondary education management and governance	<p>1. By 2017, management of MPO (salary of nongovernment teachers) is decentralized from DSHE to Zone Education Offices in at least 3 zones</p> <p>2. By 2015, a policy guideline to strengthen the role of EMIS developed</p> <p>3. By 2017, Annual Secondary Education Performance Report with improved indicators and sex-disaggregated data published</p> <p>4. By 2015, secondary education sector program framework developed by MOE in line with the SWAp road map</p> <p>5. By 2017, practices in procurement and financial management improved in line with updated Procurement and Financial Action Plan</p>	<p>MOE's policy guideline</p> <p>DSHE's policy guideline</p> <p>DSHE's Published Annual Secondary Education Performance Report</p> <p>MOE's developed secondary education sector program framework</p> <p>Annual Fiduciary Review Report</p>	
Activities with Milestones 1. Enhanced quality and relevance of secondary education 1.1 Curriculum Implementation Plan will be developed and approved by 2015 1.2 NCPF will be developed and approved by 2015 1.3 10,000 schools for science equipment and 10,000 schools for other equipment separately by 2017 1.4 E-learning modules and Information Hubs will be piloted at 640 schools by 2017 1.5 Secondary Teacher Development Policy and its implementation plan will be developed and approved by 2016 1.6 Practical science teaching will be introduced at 5,000 schools in 2016 1.7 Implementation Plan for updated SBA will be developed and approved by 2015 2. More equitable access and better retention 2.1 Five-Year Rolling Needs-Based Infrastructure Development Plan will be developed and approved by 2015 2.2 Total of 100 priority schools will be upgraded with rehabilitation by 2017 2.3 Independent Review of Existing Stipend Program will be completed by 2015 2.4 Revised and harmonized stipend program will be developed and approved by 2016 3. Strengthened secondary education management and governance 3.1 Decentralization of resource allocation (such as MPO for nongovernment school teachers) will be piloted and reviewed by 2015 3.2 A policy guideline on strengthening the role of EMIS will be developed by 2015 3.3 Information system standard will be developed for all data base in secondary education sector by 2016 3.4 Secondary Education Sector Program Framework will be developed by 2015 3.5 SPSU will be established and staff is fully deployed by 2013			Inputs ADB \$90 million IDA \$100 million Government \$ 1,631 million Total \$ 1,821 million

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
3.6 Institutional Development Plan in DSHE approved by 2015			

ADB = Asian Development Bank, BANBEIS = Bangladesh Bureau of Educational Information and Statistics, DLI = disbursement-linked indicator, DP = development partner, DSHE = Directorate of Secondary and Higher Education, EMIS = Education Management Information System, GER = Gross Enrollment Ratio, HSC = higher secondary certificate, MOE = Ministry of Education, MPO = monthly payment order, NCPF = National Curriculum Policy Framework, NEP = National Education Policy, SBA = school-based assessment, SPSU = Sector Program Support Unit, SSC = secondary school certificate, SWAp = sector-wide approach. Source: Asian Development Bank

M. Program Performance Monitoring, Communication, and Reporting

71. SESIP monitoring, communication, and reporting will be built on those established under SEDDP and governed through organization arrangements which provide the framework for undertaking reliable monitoring, effective communication, and timely reporting. The SPSU under the authority of the DG, DSHE, in collaboration with the DSHE PDW, will be the primary line agency responsible for coordination of information flow, aggregation of the required raw and/or processed data from responsible co-implementing agencies and their respective outputs, and preparing all SESIP-related institutional performance reports. DSHE M&E Wing will have the primary responsibility to undertake field-based monitoring supported by the EMIS. SPSU oversight and guidance for monitoring and reporting is undertaken by the SPIC (see above). The SPIC will guide report preparation, make recommendations to improve monitoring and reporting systems and processes, and approve reports for MOE and SPSC review. Prior to submission of reports to ADB, full endorsement of all reports will be undertaken quarterly by the SPSC, headed by the MOE Secretary. Financial monitoring will be guided by the PFM Action Plan, with specific time-bound reporting detailed in the reporting arrangements presented below. Financial monitoring will be undertaken by DSHE through SPSU with the intent of transferring this responsibility to the functional FPW established with DSHE reorganization. MOE Chief Accounting Office will provide support as needed. The Annual Post Procurement Review will be undertaken by DSHE PDW with support from the SPSU.

72. Baselines and/or output/performance indicators for SESIP are available in the following documents: (i) secondary education sector road map; (ii) SWAp road map for secondary education, (iii) DMF for 10-year MFF and tranche 1, (iv) DLI matrix and verification protocol, (v) tranche 1 results framework, and (vi) GAP. All are included in the FAM (tables or appendices). The secondary education road map provides key results for the SESIP 10-year program with indicators of achievement. The SWAp road map provides benchmark targets for defined improvements to sector planning, finance, and management, and provides benchmarks for donor coordination and harmonization. The DMF aligns program impact, outcome, and outputs with agreed specific performance targets/indicators of achievement disaggregated by gender and school/institution type. Each DMF target or indicator has a corresponding indicative data source and/or reporting mechanism through which information is communicated for assessment of status or achievement verification of planned outputs. The DLI Verification Protocol identifies specific measurable/observable indicators necessary for verification of DLI achievement as required for loan disbursement. The tranche 1 results framework indicates baseline and performance indicators for each of the key results output areas. Detailed achievement indicators for outputs not included as DLI will be fully detailed in the AOP to be prepared upon inception of SESIP.

73. Monitoring and reporting for the program are guided by the: (i) tranche 1 results framework with (ii) the DLI Matrix and Verification Protocol that indicates how DLI achievement will be measured and (iii) availability of a complete set of program outputs and financial review reports that evidence the level and extent of program achievement. The program DMF serves as the guide for key results output monitoring to evidence results-based achievement required for disbursement under the facility. The DLI matrix and verification protocols identify specific priority outputs and respective indicators of achievement. Financial reporting intends to improve the system and process status, identifying inefficiencies to enable targeted improvement measures within SESIP. Output achievement, evidence aggregation, and report preparation will lie with the MOE, facilitated through DSHE's SPSU, PDW, M&E, and the FPW.

74. **Monitoring Arrangement.** Program monitoring will be coordinated and facilitated through the SPSU. SESIP inception will include preparation by SPSU technical staff of an AOP that details a time-bound monitoring framework with reporting arrangements for each results framework output area, output indicators, and persons/agencies responsible. The key performance indicators in tranche 1 DMF (above) will be the basis for the monitoring framework. The DSHE Monitoring Report and relevant output documents, such as policies and plans, will constitute the key monitoring reference points for output assessment and achievement verification. Verification evidence will be taken from EMIS and field monitoring as well. Separate DLI Achievement Report and IFR will be required to support program output verification for loan disbursement based on the schedule and discussed in more details below.

75. Co-implementing agencies, such as NCTB and BISE will have the responsibility of preparing quarterly reports to inform DSHE of their respective progress towards output achievement. The details, timing, and communication arrangements of these reports will be decided during SESIP inception and will be included in the AOP monitoring framework to be prepared by SPSU.

76. The DSHE Monitoring Report will serve as the tranche 1 monitoring report and will be prepared quarterly by the DSHE PDW, in cooperation with and defined input from M&E, EMIS, and co-implementing agencies with technical assistance from the SPSU. The report will detail SESIP implementation and output achievement status based on verification evidence as defined by output indicators in the AOP monitoring framework. The SPSU will prepare the format of the report. The DSHE Monitoring Report will provide the basis for the semi-annual DLI Achievement Report. The DSHE Monitoring Report will serve as the SESIP quarterly report to ADB. The Q1 and Q3 DSHE Monitoring Reports will include updates of compliance with social and environmental safeguards, policy matrix, and the GAP, serving as the semi-annual Program Implementation Status Report.

77. The DLI Achievement Report will be prepared semi-annually in August and February by the SPSU and approved by the SPSC. The report will then be submitted to ADB prior to fielding of the scheduled mission. The August report will indicate status and level of achievement for the previous fiscal year DLI targets. The February report will be a follow-up report for any unmet DLI for the previous fiscal year as reported in August. The overall responsibility and approval of this report lies with the Secretary, MOE. Preparation of the report will be undertaken by DSHE PDW in cooperation and with defined input from M&E, EMIS, and co-implementing agencies. The SPSU will provide technical assistance and DSHE reporting capacity building. The DLI Matrix and Verification Protocol (see Appendix 6) provides specific target and achievement indicators for each within tranche 1.

78. The IFR is required for disbursement (see Chapter 5 above). The report will be generated quarterly from the IBAS by the SPSU Accounting Officer, under the authority of the DG, and endorsed by the MOE and Chief Accounts Officer. A combined 9-month report (October–December, January–March, and April–June) will be submitted to ADB prior to fielding of the October mission.

79. Procurement-related monitoring and reporting will be undertaken by relevant stakeholders and ADB for procurement quality assurance (see PFM Action Plan, Appendix 5). SPSU, in close collaboration with the PDW and EED, will prepare annual procurement plans with monitoring and reporting arrangements for SESIP activities one month prior to the start of the fiscal year. Annual post procurement reviews will be undertaken by MOE as required. Additional post procurement reviews will be undertaken by ADB annually of at least 20% of the contracts awarded that year for independent quality assurance oversight. Civil works construction monitoring for quality assurance will be carried out on a sample basis by an independent firm.

80. MOE and DSHE shall create, and thereafter, maintain and regularly update (i) a project and procurement management information system (“PPMIS”) and (ii) a comprehensive program website. The program website shall disclose information about all material matters relating to the program and its implementation, including details about each package (for which SPSU shall maintain separate records), and achievement of DLIs. In relation to procurement, the website shall include information on package number and name, location of the school, estimated cost, financing agency, date of issue of invitation for bids, date and time of submission and opening of bids, bid opening location, bid opening committee, bid opening statement, names of bidders that purchased the bidding documents, names of bidders that submitted bids, names of the bid evaluation committee, name of the approving authority, name, designation and telephone number of officer in charge for implementation, name of the successful bidder, contract amount, date of start, and scheduled date of completion.

81. **Safeguard Monitoring: Environment.** Environmental compliance monitoring, in line with the monitoring arrangement stipulated in the agreed environmental framework, will be carried out to ensure natural, ecological, and human environment in different stages such as pre-construction, construction, and operational stages respectively. As stated in para 65, Q1 and Q3 DHSE Monitoring Reports will include updates of compliance with environmental safe guards.

82. **Social Safeguard Monitoring: Involuntary Resettlement and Indigenous Peoples.** DSHE will provide ADB with information on all contract packages included in the civil works program for their review of performance and compliance with ADB's SPS as agreed in the involuntary resettlement framework. Reporting on indigenous people will occur in line with the agreed Indigenous Peoples framework. As stated in para 65, Q1 and Q3 DHSE Monitoring Reports will include updates of compliance with safeguards.

83. **Gender and Social Dimensions Monitoring.** The GAP identifies specific gender- and social dimension-related tasks and assurances to be undertaken during SESIP implementation. Each results area output activities have corresponding targets/indicators agreed upon by the MOE and ADB. Each of the target/indicators intends to give preference to the inclusion of girls and women in SESIP implementation. Training targets for general and madrasah female teachers have been proportionally set. Targets for improvement of gender balance within government service have also been set.

84. The Annual Secondary Sector Performance Report is an integral part of secondary education development. The report supports the principle of results-based planning by providing an annual performance assessment and sector analysis. The first four years of the program intends to build capacity within DSHE to prepare an Annual Sector Performance Report (ASPR), with first publication in 2017. The ASPR will serve as a comprehensive performance monitoring report with analysis of the sector based on school census EMIS and M&E data. Financial performance of the sector will be included. After Year 4, the ASPR will be prepared annually serving as the key sector performance document and inform future sector planning and development.

N. Review and Evaluation

85. Each year, two ADB review missions will be fielded. The review mission in October will focus on output verification, review of withdrawal request, and compliance for loan disbursement. Based on program and financial reporting and stakeholder discussions, the mission will assess DLI achievement, compliance with financial arrangements, and social safeguard and GAP compliance for the previous fiscal year. Independent review and evaluation of systems and process may be undertaken as needed. The review mission fielded in May will assess compliance of the previous fiscal year unmet DLI and undertake semi-annual compliance check of safeguard and GAP. At this time, decisions on the methods and procedures for the AFR will be taken, with assessment and update the PFM.

86. The mid-term review of the tranche 1 is planned in 2014, during preparation of periodic financing request (PFR) for tranche 2. During the review, the progress of the overall results, project implementation, and the design of SESIP will be reviewed.

O. Reporting Arrangements

Table 19: SESIP Review and Reporting Schedule and Requirements

REPORTING			
Date	Reporting and Review	Purpose	Responsible
July 2013	Submission of report on evidence of Year 0 DLI achievement	Verify compliance with DLI protocol (no need for field verification)	GOB, ADB
Nov 2013	Fielding of ADB Inception Mission; Submission of Withdrawal application with IFR July–September (3 months)	Check eligible expenditures; check if expenditure for SESIP PBHs is more than ADB contribution; reimburse July–September eligible expenditure (required for disbursement); compliance of Year 0 DLI	GOB , ADB
Feb, May, Aug 2014	Submission of IFRs October–December 2013, January–March 2014, April –June 2014 respectively	Check compliance: (i) eligible expenditure for SESIP is more than ADB contribution and (ii) progress on compliance with PFM Action Plan	GOB
Apr, July, Oct 2014; Jan 2015	DSHE Monitoring Report (Program Implementation Status Report)	Serves as quarterly tranche report for SESIP; the April and October reports will include update of compliance with social and environmental safeguards, and the GAP serving as the semi-annual Program Implementation Status Report	GOB
May 2014	Fielding of ADB Review Mission (Aide Memoire will include recommendations for necessary steps/conditions to improve performance to achieve DLI)	Review progress on Year 1 DLI, program implementation, compliance with covenants, safeguards, and GAP	GOB, ADB
Aug 2014	Submission of Year 1 DLI Achievement Report	Verify compliance with Year 1 DLI protocol	GOB, ADB
Oct 2014	Fielding of ADB review mission; submission of independent review of Year 1 DLI achievement report by consultants (as required); update on compliance with safeguard frameworks and GAP	Decision on Year 1 DLI achievement and amount for withdrawal request, program implementation review, checking compliance with covenants safeguards and GAP	GOB, ADB
Nov 2014	Submission of withdrawal application with IFR report Oct 2013–June 2014 (9 months) [already reviewed in Feb, May, and Aug]	Check if expenditure for SESIP PBHs is more than ADB contribution; reimburse Oct 2013–June 2014 eligible expenditure	GOB, ADB

Nov 2014, Feb 2015, May 2015	Submission of IFRs July–September 2014, October–December 2014, January–March 2015 respectively	Monitoring	GOB
Feb 2015	Submission of DLI Achievement Report (unmet DLIs in last fiscal year)	Verify compliance with DLI protocol	GOB , ADB
Mar 2015	Sharing of CAG report and MOE Post Procurement Audit Report	Compliance with GOB rules Compliance with SESIP Fiduciary Oversight Arrangements	GOB
Mar 2015	Fielding of AFR	Compliance with SESIP Fiduciary Oversight Arrangements	ADB
May 2015	Fielding of ADB review mission; submission of independent review of Year 1 DLI achievement report by consultants (as required); Progress report on Year 2 DLI; Update on safeguard frameworks and GAP; sharing of AFR report	Decision on Year 1 DLI achievement and amount for withdrawal request; program implementation review including Year 2 DLI progress; checking compliance with covenants, safeguards and GAP; Agreement on recommendations of the AFR and updated PFM Action Plan	GOB, ADB
June 2015	Withdrawal request with IFR report July–December 2014, Jan–March 2015 (9 months)	Check eligible expenditure; check if GOB expenditure for PBH is more than ADB contribution; reimburse July–December 2014, Jan–March 2015 eligible expenditure	GOB, ADB
Aug 2015	Submission of report on evidence of Year 2 DLI achievement	Verify compliance with DLI protocol	GOB, ADB
Same cycle for 2015, 2016, 2017			

ADB = Asian Development Bank, AFR = Annual Fiduciary Review, CAG = Office of the Comptroller and Auditor General, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, GAP = gender action plan, GOB = Government of Bangladesh, IFR = interim unaudited financial report, MOE = Ministry of Education, PBH = Program Budget Head, PFM = procurement and financial management, SESIP = Secondary Education Sector Investment Program.

Source: Asian Development Bank.

Table 20: Report/Process Description

Item	Description	Process
IFR	Generated by IBAS	<ul style="list-style-type: none"> • SPSU and accounting officer, MOE produces the IFR using budget management report from IBAS • IFR is endorsed by MOE and CAO • IFR is sent to ADB by SPSU
Withdrawal Application	Government will submit withdrawal applications and IFR to ADB for reimbursement of eligible expenditures incurred against the PBHs on a semi-annual basis	<ul style="list-style-type: none"> • SPSU coordinates with MOE to submit the withdrawal application to ADB
DLI Achievement Report	Semi-annual report on the status/results of the DLI progress and achievement; the report is organized based on the agreed DLI verification protocol; the report includes necessary appendices and documents required by the protocol as evidence of DLI achievement	<ul style="list-style-type: none"> • SPSU collects information from co-implementing agencies on a quarterly basis; on the basis of this information, an assessment is made against each of the verification protocol of each DLI • Report is prepared and sent to ADB
DSHE Monitoring Report (Program Implementation Status Report)	Quarterly SESIP implementation and output activities report based on the result framework; the April and October reports will serve as the Program Implementation Status Report that include policy matrix, update of compliance with social and environmental safeguards, and GAP	<ul style="list-style-type: none"> • SPSU collects information from co-implementing agencies on a quarterly basis and compile reports • Report is prepared and sent to ADB

ADB = Asian Development Bank, CAO = Chief Accounts Officer, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, GAP = gender action plan, IBAS = Integrated Budget and Accounting System, IFR = interim unaudited financial report, MOE = Ministry of Education, PBH = Program Budget Head, SESIP = Secondary Education Sector Investment Program, SPSU = Sector Program Support Unit.

Source: Asian Development Bank.

XVI. ANTICORRUPTION POLICY

87. ADB's own country level, as well as external Public Expenditure and Financial Accountability assessments, rate Bangladesh as a high-risk environment showing concerns on public financial management. Bangladesh ranked 144 out of 176 countries as per Transparency International's Corruption Perception Index in 2012, and there is a need to strengthen anticorruption mechanisms. In recent years, the government implemented several key governance reforms, including establishing independent information and election commissions, enacting a public money and budget management law, setting up energy and telecommunication regulatory commissions, enacting uniform public procurement law and rules, and expanding e-governance in the public sector. Despite the progress noted, corruption is still perceived to be a major concern throughout the public sector. The governance risks at each sector level mirror national risks. Education sector-specific risks relate to the undue political interventions, a lack of knowledge of procurement rules and the misuse of financial resources. Most anticorruption measures are embedded in the PFM Action Plan. Particularly: (i) to increase transparency and accountability, MOE will disclose in its website key information of the Project Procurement Monitoring Information System, the DLI achievement reports, and other key program-related information; (ii) MOE will adopt e-government procurement to increase transparency and efficiency in procurement; (iii) CGA will monitor compliance with payment processing service targets, and clearing of payment advances using tracking modules developed under PEDP III; and (iv) the AFR will focus on areas of potential risks such as payroll processing, stipend delivery, and cash transfer to schools.

88. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the project.¹¹ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all project contractors, suppliers, consultants, and other service providers.

89. ADB's Anticorruption Policy, 1998 will be strictly applied under the program. It was explained to and discussed with MOE, DSHE, and the government. ADB, as per policy, reserves the right to investigate directly or through its agents, any alleged corrupt, fraudulent, collusive, or coercive practices related to the project. All those activities would be pursued as part of the good governance, accountability, and transparency. To support these efforts, relevant provisions of ADB's Anticorruption Policy are included in the loan agreement and the bidding documents for the project. In particular, all contracts financed by ADB in connection with the project shall include provisions specifying the right of ADB to audit and examine the records and accounts of MOE/DSHE and all contractors, suppliers, consultants, and other service providers as they relate to the program.

90. The project implementation manual, project progress, and business opportunities associated with the project will be announced on MOE's website. In addition, the website will at least disclose the following information in relation to goods and services procured for the project: (i) the list of participating bidders, (ii) the name of the winning bidder, (iii) the amount of the contracts awarded, and (iv) the goods and services procured (please refer to para 79).

XVII. ACCOUNTABILITY MECHANISM

91. People who are, or may in the future be, adversely affected by the project may address complaints to ADB, or request the review of ADB's compliance under the Accountability Mechanism.¹²

¹¹ Available at: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>.

¹² For further information, see: <http://compliance.adb.org/>.

XVIII. RECORD OF FACILITY ADMINISTRATION MANUAL CHANGES

92. All revisions/updates during the course of implementation should be retained in this section to provide a chronological history of changes to implemented arrangements recorded in the FAM.

SECONDARY EDUCATION¹ SECTOR ROAD MAP (2013–2023)

Impact: Percentage of youth employment with secondary education certificate in formal employment sector (excluding self-employment and informal sector) increased from 22% in 2010 to 46% in 2030 (BL: Housing and Social Census 2011–Socio Economic and Demography Report 2011)	
Outcome: A more efficient, equitable, and quality secondary education system <ul style="list-style-type: none"> - Gross enrollment rate (grades 9–10) increased from 61.9% (66.9% for girls) to 71% (76% for girls) - Cycle completion rate (grades 6–10) increased from 46.4% (43.6% girls and 51.6% madrasah) in 2011 to 58% (55% girls and 62% madrasah) in 2023 - National student assessment for grades 8 and 10 piloted, applied, and improved 	
Result Areas	Key Performance Indicators
Result Area 1: Enhanced quality and relevance of secondary education	
1.1 Improved quality and relevance of curriculum	<ul style="list-style-type: none"> ◦ NCPF for all streams of school education, including general schools, madrasah, and vocational schools (grades 1–12), that defines core competencies and learning benchmarks approved and implemented ◦ 20,000 schools deliver an advanced teaching and learning particularly in science, mathematics, and English using ICT-based and other modern tools and equipment
1.2 Strengthened teacher capacity	<ul style="list-style-type: none"> ◦ NTDP approved and implemented; this includes approval and implementation of the National Framework for Secondary Teacher Pre-service Curriculum specified for all TTCs, including agreed service standards ◦ At least 15 TTCs are awarded a Center of Excellence status in English, science, and mathematics
1.3 Improved classroom assessment procedures and national assessment and examinations	<ul style="list-style-type: none"> ◦ NSA Plan approved and implemented; NSA for grades 8 and 10 are piloted, applied, and improved ◦ National Examination Policy including adaption of new exam innovations that assesses the competencies identified in the NCPF approved and implemented
1.4 Enhanced use of ICT for pedagogy	<ul style="list-style-type: none"> ◦ ICT Master Plan approved and implemented ◦ All secondary schools equipped with ICT facilities (ICT lab, multimedia classrooms, digital contents, and library) that are effectively used ◦ E-learning modules of Bangla, English, mathematics, science, and other relevant subjects are developed and used in at least 10,000 schools
1.5 Improved labor market relevance	<ul style="list-style-type: none"> ◦ Pre vocational and vocational subjects developed and introduced at grades 8–9
Key Result Area 2: More equitable access and better retention to secondary education	
2.1 School infrastructure improved	<ul style="list-style-type: none"> ◦ Secondary school 5-year rolling need-based infrastructure development plan (new construction and rehabilitation) developed, approved, and implemented; about 7,000 schools in underserved areas expanded
2.2 Access and retention improved	<ul style="list-style-type: none"> ◦ A more efficient and harmonized stipend program is implemented; 80% of stipend recipients are retained in school ◦ Capacity of DSHE in stipend program implementation, monitoring, and evaluation increased
Key Result Area 3: Strengthened Governance, Management, and Administration	
3.1 Strengthened decentralized education management	<ul style="list-style-type: none"> ◦ A fully functioning decentralized secondary education management in all zones, districts, upazila, and schools (infrastructure, capacity) ◦ Effective systems of resource allocation to schools, which includes improved MPO system and grants to school in place
3.2 Strengthened education information management	<ul style="list-style-type: none"> ◦ Strengthened and harmonized operations and sets of education databases between BANBEIS and the DSHE EMIS ◦ All teachers and education managers trained to operate upgraded school-based EMIS
3.3 Improved teacher management	<ul style="list-style-type: none"> ◦ NTSC established and operationalized ◦ Teacher performance management system in place and operational

¹ Secondary schools in this road map include all types of government and nongovernment education institutions which provide secondary education. They are (i) general schools, (ii) technical schools, and (iii) madrasah schools.

3.4 Effective planning, management, coordination, and harmonization	<ul style="list-style-type: none"> ◦ Harmonized secondary education program funded from domestic and external resources under a common secondary education program framework in line with NEP and using MTBF as sector financing framework ◦ MOE and DSHE re-organized to strengthen capacity in results-based sector planning and management under a SWAp ◦ MOE and relevant agencies strengthened capacity in procurement, financial management, and good governance
3.5 Strengthened monitoring, evaluation, and reporting	<ul style="list-style-type: none"> ◦ MTBF and the Annual Development Plan harmonized and consistent with NEP priority goals and objectives ◦ Annual Secondary Education Sector Performance Reports are approved, shared, and used as a basis for planning ◦ M&E system strengthened and institutionalized

BANBEIS = Bureau of Educational Information & Statistics, DSHE = Directorate of Secondary and Higher Education, EMIS = Education Management Information System, ICT = information and communication technology, M&E = monitoring and evaluation, MOE = Ministry of Education, MPO = monthly payment order, MTBF = medium-term budget framework, NCPF = National Curriculum Policy Framework, NEP = National Education Policy, NSA = National Student Assessment, NTDP = National Teacher Development Policy, NTSC = Nongovernment Teacher Selection Commission, SWAp = sector-wide approach, TTC = teacher training college.

Source: Asian Development Bank.

Sector-wide Approach Road Map for Secondary Education

Areas	Current Status in FY2013	FY2014–FY2017	FY2018–FY2023
I. Sector Planning, Financing, and Management			
Sector program	No coherent sector program 22 projects funded by the government alone or with development partners running in parallel under the DSHE MTBF providing an overall framework	The SEPF developed and approved, and preparation for a secondary education sector program initiated	The SEPF fully implemented The SEPF to provide a framework for developing and implementing a full secondary education sector program for grades 6–12 covering both development and nondevelopment budgets
Projects	Isolated projects with limited communication	Discrete projects continue under the SEPF with further efforts to coordinate review and monitoring All new projects developed and approved in line with the SEPF	Secondary education sector program becoming the main sector program Discrete projects only for special interventions Number of discrete projects gradually reduced All projects contribute to SEPF objectives and targets
Management of projects	Most projects implemented through PIUs headed by project directors	Implementation through PIUs continues with the possibility of sharing PIUs Assigning project directors to regular positions in MOE functional units encouraged (e.g., the director general of the DSHE designated a project director)	Regular MOE functional units implementing the secondary education program and serving as PIUs for projects, with the exception of few discrete projects
Budget and financing	Artificial categorization of development and nondevelopment budgets, with development partner support provided only to the development budget	Revenue and capital budget categorization initiated, and development partner funds to be used for the program as a whole under the MTBF Channelling funds through the treasury system initiated	All development partner funds channelled and managed through the treasury system, and development partner funds used to finance all eligible items under the revenue and capital budgets under the MTBF
Institutional development	Regular functions of the MOE, the DSHE, and other MOE functional units such as planning, finance, procurement, and M&E weakened because of overreliance on PIUs	MOE functional units restructured in line with the SEPF, and an institutional development plan including a decentralization plan developed and approved by 2017 Some key regular functions of the MOE and the DSHE supported through projects as transition arrangements	An institutional development plan including a decentralization plan implemented in a phased manner Regular functions of the MOE, the DSHE, and other MOE functional units strengthened Staff positions regularized under the nondevelopment budget

Areas	Current Status in FY2013	FY2014–FY2017	FY2018–FY2023
II. Development Partner Coordination and Aid Harmonization			
Development partner coordination and harmonization	<p>Genuine efforts for coordination but achieving only limited or no harmonization</p> <p>Project-specific mechanisms and procedures set up in areas such as stipends, M&E, and the EMIS</p>	<p>Joint planning and review missions where feasible</p> <p>Gap analysis of procedures and mechanism conducted</p> <p>Harmonized approach initiated in some technical areas where feasible, such as stipends, M&E, and the EMIS</p> <p>Collaborative parallel cofinancing initiated</p> <p>Technical collaboration initiated in areas such as English and science teaching, and ICT in education</p>	<p>Full harmonization of procedures with common reporting, review, and disbursement mechanisms</p> <p>Harmonized approach in all technical areas</p> <p>Joint financing arrangement signed</p>
Alignment with country system	Development partners use their own procedures including financial management (e.g., separate accounts) and procurement management	<p>Country system assessed</p> <p>Use of country system initiated where feasible and relevant</p> <p>Policy dialogue and capacity development as needed for improvement initiated</p> <p>Joint fiduciary oversight conducted where feasible</p>	<p>Expanded use of country system</p> <p>Development partners contributing to system improvement</p> <p>Joint fiduciary oversight conducted</p>
Development partner aid modality	Project aid and transaction-based support	Results-based approach (use of disbursement-linked indicators)	Expanded use of results-based approach
TA	TA to implement projects	<p>TA to support the institutional development plan</p> <p>Institutional assessment completed and TA arranged for the institutions concerned</p> <p>TA coordination initiated</p>	Continued TA support through a coordinated TA facility

ICT = information and communication technology, DSHE = Directorate of Secondary and Higher Education, EMIS = education management information system, M&E = monitoring and evaluation, MOE = Ministry of Education, MTBF = medium-term budget framework, PIU = project implementation unit, SEPF = Secondary Education Program Framework, TA = technical assistance.
Source: Asian Development Bank.

PUBLIC-PRIVATE PARTNERSHIP SECONDARY EDUCATION SECTOR ROAD MAP (2013–2022)¹

Background for PPP Secondary Education Sector Road Map (2013–2022)

The national guideline framework for PPP – Policy and Strategy for Public-Private Partnership (BPSPPP), 2010

The PPPs proposed for SESIP are guided by and comply with a wide interpretation of PPP² similar to the one in the Policy and Strategy for Public-Private Partnership (BPSPPP), 2010: “Any form of PPP that generates public goods and services where at least one of the following circumstances exist for the project:

- The implementation of the project is difficult with the financial resources or expertise of the government alone.
- Private investment in education have a chance of increasing relevance, quality, inclusiveness, level of service or reduce implementation time compared to what the government (or the private partner) could accomplish on its own.
- Competition among the private and nongovernment investors may in addition reduce the cost of providing the public service.³

Projects in education are explicitly mentioned in the BPSPPP as eligible for support from the revolving Technical Assistance Fund (PPPTAF 2012) that will be fully or partly recovered from the successful tenderer of the PPP project.⁴ At the PPP office, website-approved projects are displayed (none of them in education) as well as the financing support tools, which are:

- Early stage project development funding;
- Viability gap funding (for projects that are financially not viable, i.e. have a too low or negative IRR, but economically/publicly relevant); EU is providing grants within the structural funds according to the same principles; and
- Long-term financing in local currency to infrastructure projects by the BIFFL, was incorporated by the MOF in 2011.

The guiding principles listed suggestions for PPP's are:

- PPP is one of the several development tools to mobilize/involve the private sector in enhancing relevance, quality, inclusiveness, and development of the Secondary Education Sector of Bangladesh.
- PPP is suggested where it can enhance the results areas of SESIP further than the government or the private sector have been able to/can do in their own respective capacity – or further to the existing partnerships constituting 98% of current schools in secondary education.
- PPP is suggested to contribute to some of the achievements listed in the key results areas of the Secondary Education Sector Road Map (2013–2022) as initiatives integrated in the program design.
- The suggested initiatives and PPPs will contribute to the achievement of the objectives for some of the key results areas (that are interlinked).⁵

¹ Secondary schools in this road map include all types of government and non-government education institutions, which provide secondary education. They are (i) general schools, (ii) technical schools, and (iii) madrasahs schools.

² ADB's definition of PPP: All contracts such as performance-based contracts (management and service contracts), Lease-Operate-Transfer, Build-Own, Operate-Transfer (BOOT); Design Build Finance & Operate (DBFO) and its variants and Concessions are considered as various forms of PPP Contracts involving turnkey design and construction as part of public procurement (Engineering, Procurement and Construction, or EPC, type contracts) are excluded. Likewise, simple service contracts that are not linked to performance standards (wherein it is more aligned to outsourcing to private contractor staff for operating public assets) and construction contracts with extended warranties and/or maintenance provisions of, say, up to 5 years post-completion (wherein performance risk sharing is minimal as the assets are new and need only basic maintenance), are also excluded.

³ However, the empirical base of PPP in education to analysis for significance in cost savings are too limited till date to give guarantees in respect to expected level of direct cost saving – but savings in terms of efficiency, innovation, and alternative financing mechanisms impacting positively on operational budgets is certainly a motivation for PPP.

⁴ 5 (o) in the BPSPPP.

⁵ Nokia's Text2Teach is one example (driven by the private sector), British Council's project: Connecting Classrooms is another NGO driven program, the Access4All, Uruguay's Plan CEIBAL with the “one laptop per

Critical preconditions for PPP in secondary education to succeed:

- Political will and support.
- PPP-in education policy with corresponding legal framework guidelines are in place to provide the needed incentive and sanction mechanisms, PPP procurement rules.
- Appropriate and effective monitoring system of PPP implementation.
- Secure that capacity of public and private sectors is built.
- Procedures for institutionalization and continuous institutional learning for development of in-house “PPP in education”-expertise⁶ to achieve the goals of minimum: increase enrollment, improving outcomes (improve relevance and quality), reducing inequality and maybe lowering costs of providing high quality secondary educational services.

Comments

Shift in roles and responsibilities

PPP requires shift in roles and responsibility between the sectors. By assigning tasks to the private sector that was formerly the responsibility of the public sector, it can release resources to develop, register, quality assure, monitor & evaluate the infrastructure construction process, as well as the core educational services (including tools) enhancing relevance and quality of the educational services (improving performance of the nongovernment and private education and training providers).

Corporate Social Responsibility

Companies genuinely interested in integrating corporate social responsibility into their business strategy and procedures may find it appealing to contribute to providing secondary education opportunities for children, as it takes action against child labor, trafficking, forced labor and other corporate social responsibility issues, which particularly international business partners have an increased focus on.

Impact: The suggested PPPs in the present road map supports the impact objectives of SESIP: Increased number of secondary school graduates that meets the needs of a modern society and can contribute actively to the development of Bangladesh.

Outcome: The suggested PPPs in the present road map support the outcome objectives of SESIP: A more relevant, efficient, equitable, and higher quality secondary education system.

Suggested PPP

Key Performance Indicators/milestones

I. PPP in secondary education awareness raising, policy drafting, and corresponding guidelines development

<p>a. Massive and consistent (until objective is achieved) multi-media awareness raising campaign “Making science attractive”</p> <p>Program developed suitable for multi-media by private partner having the right to sell it to other private TV channels & media and the right to flag own company logo. Government provide airtime on favorable terms if not for free.</p> <p><i>(Supports outcome of Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Stakeholders mapped ◦ Contextual risk areas determined, including necessary MOE capacity needed ◦ Guiding team formed ◦ Partners selected and mobilized/network of partners established. ◦ Buy-in achieved from key stakeholders (trust in each other and in the project built) ◦ Project design, financial and organizational models, roles and responsibilities defined and approved ◦ MOU prepared and approved by the partners involved ◦ Campaign developed and implemented/launched ◦ Lessons drawn from the process ◦ Lessons learned informed the PPP-in education policy drafting process ◦ The public awareness of the importance and attractiveness of science increased ◦ Pull effect measured in terms of raised demand for quality secondary education created ◦ Key stakeholders in all sectors, including civil society, in secondary
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child”-program is a third (Public-Private sector driven program). In regards to the latter, an independent study showed that students achieved the same level of understanding and usage of technology as university graduates, while also visibly enhancing self-esteem and motivation among the children from the poorest quintile.

⁶ Including consistency in how PPP expertise is continuously fed into general human resource development programs for government staff in secondary education institutions and agencies - to guide and manage PPPs.

	<p>education mobilized and gain a common understanding and commitment to making science attractive.</p> <p><i>You may wish to include the message that: “expertise from all sectors need to come together to meet the objective” to prepare the mind-set of the stakeholders in the sector towards making PPP work.</i></p>
<p>b Drafting a policy for PPP in education in possible coordination with TQI II⁷</p> <p><i>(Supports entire Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Inclusive policy-formulation process concluded ◦ Ownership and buy-in secured from all key stakeholders in secondary education ◦ National Policy and guidelines for PPP in education approved⁸
<p>c. Guidelines corresponding to policy for PPP in secondary education⁹</p> <p><i>(Supports entire Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Policy and guidelines for PPP approved and incorporated into Education Act and NEP in an inclusive process ◦ Ownership and buy-in secured from all potential implementing key actors and stakeholders in secondary education
II. Institutional strengthening for design/modeling and implementation of PPP	
<p>a. Capacity assessment and building of PPP cell in DSHE/PPP capacity development¹⁰</p> <p><i>(Supports entire Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Capacity and ability to acquire PPP understanding, tools to identify the need, design, and manage PPP is assessed ◦ Capacity building needs established ◦ Human recourse development requirements and TOR for the various technical assistance needed is prepared and approved ◦ Budget for PPP Cell prepared and approved
<p>b. Establishing PPP Cell in DSHE.</p> <p><i>(Supports entire Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ PPP cell sustainability plan approved ◦ PPP Cell established ◦ Potential PPP-relevant areas in secondary education identified ◦ PPP design, model and implementation plan for selected PPP projects in place ◦ PPP capacity of all relevant DSHE staff built according to above assessments ◦ Mechanisms that make PPP work adopted in procedures and operations ◦ Capacity developed and is sustainable

⁷ Including assessment of provisions made for social sectors in National PPP police (to date no projects have been published on the PPP office website in these sectors).

⁸ The Policy for PPP in education shall provide guidance on how PPP can be applied in the educational sectors and inform the draft Education Act (2012) on definition of roles/authority and responsibility to respective partners (coordination), funding (incl. means of), regulation, ownership (of schools, equipment etc.), provision of information, provision for necessary incentives and sanction mechanisms, principles for risk sharing, monitoring, spelling out the CSR requirements for the private tenderers, including respect of UN Guiding Principles (respect of all human rights), anti-corruption measures and protection of the environment included.

⁹ Including assessment of provisions made for social sectors in National PPP guidelines.

¹⁰ Including assessment of the existing and needed linkage between existing PPP Office and the proposed PPP cell/PPP capacity in DSHE.

<p>c. PPIT in PPP cell¹¹</p> <p><i>(Supports entire Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Charter for the PPIT / memorandum of articles formulated and approved ◦ Fund management capacity built ◦ Management, M&E and accountability system established ◦ Funds allocated ◦ PPI solutions invited ◦ Issues / problems identified (relevant for private sector involvement and Public-Private Innovation in secondary education) ◦ First invitation for co-innovation process with private sector launched ◦ A solution is found in PPIT process ◦ PPP research and context relevant models development initiated ◦ Capacity to administer the fund and manage the PPI process built
1. Secondary Education infrastructure	
<p>a. Design, build, maintain, operate and finance ITISL</p> <p><i>(Supports at least 1.1, 1.2, 1.4 and 2.3 in Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Concept of PPP is understood and appreciated by key potential stakeholders and (local) political commitment secured ◦ Stakeholders are mapped, stakeholder mobilization strategy designed, guiding team formed and mobilized ◦ Criteria for potential geographical location defined for the showcase ITISL PPP project ◦ Need formulated and tendering documents / TOR prepared (specifying social and environmental among other requirements) ◦ Proposals invited from PPP consortia to design, build, maintain, operate and finance (or other model agreed on in the process) ITISL ◦ Tenders evaluated, including: <ul style="list-style-type: none"> ◦ Economic, social and environmental feasibility study commissioned and conducted including detailed of most feasible PPP design/model and criteria for qualified partners, roles and responsibilities and risk sharing suggestions ◦ Roles and responsibilities defined ◦ Risk sharing model agreed on ◦ Negotiations concluded ◦ Contract signed ◦ ITISL in operation <p><i>Emphasis is given to involving all future users and direct stakeholders in the process.</i></p>
<p>b. Design, build, maintain, operate, and finance state of the art Secondary Schools.</p> <p><i>(Supports 2.1: “School infrastructure improved” in Secondary Education Sector Road Map 2013–2022)</i></p>	<ul style="list-style-type: none"> ◦ Concept of PPP is understood among all potential stakeholders and (local) political commitment secured ◦ Potential geographical location for schools identified (due to agreed criteria) to pilot the PPP school construction project is identified and selected/land secured ◦ Stakeholders are mapped, stakeholder mobilization strategy designed, guiding team formed and mobilized ◦ Need formulated and tendering documents / TOR prepared ◦ Call for proposals from PPP consortia to build, maintain, operate and finance cluster of schools¹² ◦ Tenders evaluated, including: Economic, social and environmental feasibility study commissioned and conducted including detailed of most feasible PPP design/model and criteria for qualified partners, roles and responsibilities and risk sharing suggestions ◦ Roles and responsibilities defined ◦ Risk sharing model agreed on ◦ Negotiations concluded

¹¹ A funding facility allowing public and private partners to come together to develop innovative solutions on how Secondary Education can be improved by involving the private sector/PPP initiatives supporting teachers' motivation and continuous capacity building, and initiatives/boot camps on how cross sector dialogue can be the tool for improvement of Secondary Education.

¹² Types of potential partners: the public entity tendering the schools, construction company, facility management company, financial institution either willing to take the project management role or to hire strong project management capacity partner to manage the project.

	<ul style="list-style-type: none"> ◦ Contract signed ◦ Construction completed ◦ Schools are operational
2. ICT in Secondary Education	
a. Make room for ICT hubs	<p>Following process similar to the above:</p> <ul style="list-style-type: none"> ◦ Additional classrooms for the ICT Hub are built or existing rooms allocated for the ICT Hub are renovated
<p>b. Equip ICT hubs (@10 computers and related equipment); deliver, install, maintain and operate ICT equipment for in 640 secondary schools to be selected</p> <p><i>(Support 1.1 and 1.4 in Secondary Education Sector Road Map 2013–2022)¹³</i></p>	<p>Following process similar to the above –</p> <ul style="list-style-type: none"> ◦ The ICT Master Plan process will guide process in 1.4 ◦ Process should be similar to the above for the construction of secondary schools, emphasizing on involving all future users and direct stakeholders ◦ (The 512 schools and 128 madrasahs demonstrate that they can use the ICT hub to attract and retain students for science) <p><i>Nature of delivery of ICT differs significantly from a construction, building, maintenance and operation process. Hence, it is advised to make the ICT delivery a separate PPP arrangement as suggested here.</i></p>
<p>c. Design, build, maintain and operate SMIS for Secondary Schools</p> <p><i>(Will be guided by the process of 3.2 in Secondary Education Sector Road Map (2013–2022) - how best PPP can come in once the need specification are made and approved when making the Master Plan¹⁴)</i></p>	<p>Following process similar to the above –</p> <p>Emphasizing on incentive and sanction systems for equipment maintenance mechanisms involving all future users and direct stakeholders.</p> <p><i>SMIS systems are already in the market. It needs to be verified if a new system is needed or exiting systems currently being piloted in some schools meet the requirements. If so, maybe an extended service contract would be the preferred model.</i></p>
d. Broadband internet connection to all schools (with for instance IDCOL). (Priority area according to PPP policy chapter 5, point (k) and (q), iii)	<ul style="list-style-type: none"> ◦ Major scope and requires full PPP expertise and capacity in place to manage
e. Electricity to all schools where it is not viable to the grid. (Priority area according to PPP policy chapter 5, point (d), (q), ii)	<ul style="list-style-type: none"> ◦ Major scope and requires full PPP expertise and capacity in place to manage

BIFFL = Bangladesh Infrastructure Finance Fund Limited, BPSPPP = Policy and Strategy for Public-Private Partnership, DSHE = Directorate of Secondary and Higher Education, EU = European Union, ICT = information and communication technology, ITISL = Institute of Teaching Innovation and School Leadership, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, MOU = memorandum of understanding, NEP = National Education Policy, PPIT = Public-Private Innovation Trust, PPP = public-private partnership, SESIP = Secondary Education Sector Investment Program, SMIS = School Management Information System, TOR = terms of reference, TQI II = Second Teaching Quality Improvement in Secondary Education Project.

Source: Asian Development Bank.

¹³ Nature of delivery of ICT differs significantly from construction, building, maintenance, operation process, and why it is advised to make the ICT projects separate PPP arrangements. Using PPP in the IT market has previously revealed challenges including performance management (e.g. monitoring and identification of performance failures and allocation of responsibility, limitations on the availability of replacement IT contractors, and the refreshing of obsolete software and technology.

¹⁴ Ibid.

GENDER ACTION PLAN

Project Component	Tasks	Targets/Indicators	Responsibility
Output Enhanced quality and relevance of secondary education	Develop a social and gender-inclusive NCPF that is more relevant to market demands	By 2016, market-relevant and gender- and socially-inclusive NCPF approved	MOE, DSHE, and SPSU
	Integrate gender concepts and tools in the training programs for curriculum developers at NCTB to eliminate gender stereotypes in secondary education curriculum and textbooks	By 2016, gender training organized for subject-based coordinators of NCTB	
	Develop gender-responsive training programs and materials for teachers	By 2016, orientation workshops organized for NCTB curriculum developers, including authors and artists, include at least one session on gender for each subject	
	Train male and female teachers for curriculum delivery on core subjects: English, Bangla, science, mathematics, and Bangladesh Global Studies and on SBA	By 2017, 100,000 teachers (secondary schools: 60,000 and Madrasah: 40,000) trained for curriculum delivery on core subjects: science, mathematics, English, Bangla, and Bangladesh Global Studies (Target: secondary school female teachers: 12,000 and all the female subject teachers in selected madrasah)	
	Develop selection criteria of participants at trainings and pilot schools ensuring women's participation	Gender equitable selection criteria for training participants developed	
	Introduce practical science teaching in schools	By 2017, 5,000 schools introduce practical science teaching (Target: 2,000 madrasah and 750 girls' schools and 500 girls' madrasah)	
	Develop and implement gender-responsive media campaign on promotion of science education	At least one media campaign launched	
	Provide science equipment and other teaching equipment including map and charts to selected schools and madrasah	By 2016, 10,000 schools (4,000 of which are madrasah) received science equipment and by 2017 (1,500 of which are girls' schools and 1,000 girls'	

Project Component	Tasks	Targets/Indicators	Responsibility
	<p>Ensure participation of girls' schools and madrasah in the School Information Hub pilot program</p> <p>Develop e-learning modules and implement pilot program in girls' schools and madrasah</p>	<p>madrasah) received other teaching equipment</p> <p>By 2017, School Information Hubs piloted at 640 schools (madrasah 128) (128 of which are girls' schools and 32 are girls' madrasah)</p> <p>By 2017, e-learning modules piloted at 640 schools (160 of which are girls' schools) and 128 are madrasah)</p> <p>By 2017, 60,000 teachers (secondary schools: 36,000 and madrasah: 24,000) trained in updated SBA (Target - female teachers: 7,200 and all the female subject teachers in selected madrasah)</p>	
Output More equitable access and better retention	<p>Ensure minimum standard of school infrastructure to include safe and gender-friendly environment including safe drinking water, separate common room, toilets, and prayer rooms for girls and boys</p> <p>Include gender guideline in the TOR of construction and supervision consultants and encourage women's participation in construction work</p> <p>Assess the gender-responsiveness of the existing stipend program vis-a-vis boys' and girls' enrollment and retention</p>	<p>By 2015, policy guideline on school construction with minimum standard to improve learning environment and gender-responsiveness developed and approved</p> <p>By 2017, 100 priority schools (at least 20 madrasah) upgraded with an extension or renovation as per approved minimum standard</p> <p>By 2016, independent review of existing stipend programs conducted, with recommendations for pro-poor stipend with unified rate and renewed targeting methodology to ensure gender equity in enrolment and retention</p>	MOE, DSHE, EED and SPSU
Output Strengthened secondary education management and governance	<p>Develop gender indicators on the baseline, progress, and evaluation of secondary education performance, and regularly update them with sex-disaggregated data</p> <p>Establish project performance indicators that measure the</p>	<p>By 2017, Secondary Education Sector Performance Report published based on sex-disaggregated data and with gender analysis</p> <p>By 2017, M&E unit is institutionalized in DSHE to</p>	MOE, DSHE and SPSU Gender Specialist of ADB's BRM and ADB review mission to monitor

Project Component	Tasks	Targets/Indicators	Responsibility
	<p>implementation and progress of the gender action plan and ensure reporting them in all progress and evaluation reports</p> <p>Ensure the SPSU staff to provide regular reporting to PSC on the progress of the GAP</p>	<p>monitor the sector performance based on the collected data through EMIS</p>	

ADB = Asian Development Bank, BRM = Bangladesh Resident Mission, DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, EMIS = Education Management Information System, GAP = Gender Action Plan, MOE = Ministry of Education, M&E = monitoring and evaluation, NCPF = National Curriculum Policy Framework, NCTB = National Curriculum and Textbook Board, PSC = Program Steering Committee, SBA = school-based assessment, SPSU = Sector Program Support Unit, TOR = terms of reference.

Source: Asian Development Bank.

The gender action plan (GAP) will be implemented by the Ministry of Education, Directorate of Secondary and Higher Education, and the Sector Support Program Unit. The Program Steering Committee (PSC) will provide overall guidance to implement the GAP and monitor its progress. The PSC will also be responsible for ensuring that the GAP is incorporated into sector planning through the Ministry of Education, Directorate of Secondary and Higher Education with the support of the Sector Support Program Unit. The PSC will also oversee the establishment of sex-disaggregated indicators for sector performance management system. All the activities stipulated in the GAP were costed in the Periodic Financing Request 1 of the Secondary Education Sector Investment Program and provision of gender and social development consultant has been integrated.

Procurement and Financial Management Action Plan
(Agreed on 22 July 2013 for verification of DLI Year 1)

Issue to address	Action to be implemented	Planned date of Completion	Responsible	(Comments)
Planning and Budgeting				
MTBF serves as the fiscal framework for current and future budget allocations required to deliver NEP outputs and outcomes. However, current year MTBF has not incorporated required resources and needs to be updated to reflect future resource allocation requirements to meet stated targets. Among others, the current MTBF do not include ADB-planned finance through SESIP.	Update MTBF for 2013–2014 to 2016–2017 to reflect future resource requirements for delivery of SESIP program targets.	Completed	MOE	
To deliver results, as per result framework, existing as well as new budget heads (operational unit codes) for new intervention(s) need to be identified with budget allocated.	Identify relevant budget heads – PBHs – for program-related expenditures in both development and non-development.	Completed	MOE/ADB	
Budget Execution				
Ready-cash needed for smooth conduct of certain critical activities of the program.	Agree on advance ceilings for selected cost centers/DDOs for meeting the cash requirements for activities such as training, monitoring, and emergent needs of program management.	30 September 2013	MOF/MOE	
Delay in payments by CGA accounting offices is a major risk as concerns rent-seeking activity and for efficiency in implementing program activities.	Agree on templates and monitoring framework for reporting on payment processing time in compliance with GOB service targets for payment processing.	Completed	MOE/CGA	
Accounting and Financial Reporting				
The IBAS used by MOF and CGA for budget monitoring and accounting purposes can generate budget management reports by legal, functional, operational, and economic classifications of expenditures. These reports should be used for financial monitoring purposes to maximize level of assurance rather than manually-generated reports by executing agencies as the case is for many other externally-funded	Agree on which IBAS-generated reports will be used for program financial monitoring purposes as well as the form and content of the financial statements for annual reporting purposes. (maximum alignment with Cash Basis IPSAS).	Completed	MOE/CGA	

Issue to address	Action to be implemented	Planned date of Completion	Responsible	(Comments)
programs.				
DDO/accounts office reconciliation has been frequently addressed as a major default in complying with GOB financial regulations and monthly reconciliation which ensure accuracy of expenditure numbers as well as correct classification of accounts.	Agree on templates and monitoring framework for monthly reconciliation between DDOs and account offices.	Completed	CGA	
Different procedures for booking of advances are applied and for development expenditures, advances are reported as expenditures in IBAS-generated management reports.	Agree on procedure for accounting and reporting of advances (advance tracking module).	Completed	CGA (SPEMP)/ MOE	
Internal controls and internal audit				
MOE has an internal audit unit at the level of the MOE secretariat, as well as a specific DIA, in-charge of audit of school level financial performance. There are challenges related to management and capacities in conducting internal risk-based audits. This is evident in the observed weaknesses in timely account reconciliations, accumulation of advances, and only a limited number of schools sampled.	Agree on a capacity building plan for strengthening the internal audit functions in MOE including capacity assessment, identification of required short to medium-term technical assistance requirements and source of funding. Agree on a way forward for implementing an Internal Audit Department for MOE.	1 December 2013	MOE	
Mitigate the risk of effective internal audit through a systemic review of fiduciary environment.	Agree on TORs for joint annual fiduciary review of the program (including expenditure tracking of among others payroll and school- based grants).	Completed	MOE	
Enhance controls over fixed assets.	Enhance controls over capital expenditure by tagging all fixed assets under the program, recording in a fixed asset register, and reconciling the physical assets with the register through a	30 June 2016	MOE	

Issue to address	Action to be implemented	Planned date of Completion	Responsible	(Comments)
	physical stock count every three years.			
External audit				
Program expenditures will be financed entirely from GOB Consolidated Fund and follow regular GOB budget execution procedures.	Agree statement of audit needs with the CAG for audit of the program financial statements and which department within CAG will undertake a program wide audit (This includes additional opinions required, opinion format, timing and that financial reviews will not be amended, and all elements of SESIP will be audited together, and a management letter).	30 September 2013	MOE/MOF and CAG	.
Audit issues are resolved on a timely basis.	Agree on a timely resolution of issues identified in the audit.	Serious audit observations are resolved within 2 years after audit reports are disclosed	MOE/ CGA	
Procurement				
Annual Procurement Plans to be linked with annual budget exercise.	Prepare annual procurement plans and post on website.	One month prior to start of fiscal year	MOE/ DSHE/ EED/ CPTU	
	Prepare Project and Procurement Management Information System and post on website.	30 June 2014	MOE/ DSHE	
Efficiency enhancement in Procurement Management.	Contracts to be awarded in a timely manner with 75% of contracts awarded within initial bid validity period and 75% of planned annual procurement awarded within the fiscal year.	Yearly from Year 2	DSHE/ EED	

Issue to address	Action to be implemented	Planned date of Completion	Responsible	(Comments)
Improvement in project and procurement management capacity.	20 persons from DSHE, EED, and tender committee members trained PPR 2008 procedures. Trained staff to attend refresher courses as required.	Yearly from Year 1 Every three years after initial training	CPTU/ MOE CPTU/ MOE	
Proper procurement procedures to be followed.	Conduct annual post procurement review as mandated by PPR 2008.		MOE/DSHE	
Proper procurement procedures to be followed.	Conduct additional annual post procurement review of at least 20% of the contracts awarded each year.		ADB	
Modernize procurement techniques.	Establish e-procurement in DSHE and EED CPTU to develop portal, design the system, and train personnel of the implementing agencies under MOE and private sector. Develop registration and access systems.	31 June 2014	MOE/ CPTU/DSHE	

ADB = Asian Development Bank, CAG = Office of the Comptroller and Auditor General, CGA = Office of the Controller General of Accounts, CPTU = Central Procurement Technical Unit, DDO = Drawing and Disbursement Officer, DIA = Directorate of Inspection and Audit, DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, GOB = Government of Bangladesh, IBAS = Integrated Budgeting and Accounting System, IPSAS = International Public Sector Accounting Standards, MOE = Ministry of Education, MOF = Ministry of Finance, MTBF = medium-term budget framework, NEP = National Education Policy, PBH = Program Budget Head, PPR = Public Procurement Rules, SESIP = Secondary Education Sector Investment Program, SPMP = Strengthening Public Expenditure Management Program, TOR = terms of reference.

Source: Asian Development Bank.

DISBURSEMENT-LINKED INDICATORS (FY2014–FY2017)

DLIs and Definition	Baseline	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017
Results Area 1. Enhanced Quality and Relevance of Secondary Education						
DLI 1 Curriculum Implementation Revised curriculum (2011) is implemented with an expanded and improved quality of science teaching Curriculum implementation plan is realigned with NCPF or any subsequent revision of the curriculum	Curriculum (grades 6–12) was revised in FY2012 Enrollment in science stream is in decreasing trend, particularly in madrasah		Plan to implement the curriculum (2011) with a focus on strengthening science teaching is approved by MOE	Practical teaching in science is implemented in at least 200 schools that include at least 100 rural schools and madrasah	Practical teaching in science is implemented in at least 3,000 rural schools and 2,000 urban schools, including madrasah	1. Enrollment ratio in science stream (grades 9–10) will increase from 20% in 2011 to at least 21% 2. Enrollment ratio in science in madrasah will remain at least at 2011 level (13%) 3. Curriculum implementation plan is revised in accordance with the NCPF and approved by MOE
DLI 2 ICT in Schools Students and teachers have access to e- learning resources and other facilities to enhance quality of teaching and learning	ICT Master Plan in Education (2012) approved by MOE and MOPME is available 20,500 schools and madrasah received multi-media packages Teachers have been trained in digital content, under ongoing ICT project			School Information Hubs Plan is developed based on a feasibility study and approved by MOE	1. School Information Hubs Plan is implemented in at least 512 secondary schools and 128 madrasah 2. At least 2,560 teachers are trained to use the hubs	Students in 640 schools and madrasah (about 32,000 students) have access to e-learning resources and other facilities through their information hubs
Results Area 2. More Equitable Access and Better Retention						

DLIs and Definition	Baseline	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017
<p>DLI 6 Sector Planning and Financing</p> <p>An SEPF that aligns all programs and projects in secondary education is available</p> <p>Adequate budget is allocated within government fiscal capacity enabling MOE to implement secondary education programs and projects</p> <p>MOE's performance in budget execution is satisfactory</p>	<p>Fragmented sector planning, budgeting, and management</p> <p>MTBF provides an overall framework</p>	<p>1. Secondary education sector road map aligned with NEP is approved by MOE</p> <p>2. MOE's secondary education budget for FY2014 is more than MTBF 2012 forecast for FY2014</p>	<p>1. Secondary education program framework, consistent with the sector road map, is developed by MOE</p> <p>2. MOE's secondary education budget for FY2015 is more than MTBF 2012 forecast for FY2015</p>	<p>1. SEPF consistent with the sector road map is approved by MOE</p> <p>2. MOE's secondary education budget for FY2016 is more than MTBF 2012 forecast for FY2016</p> <p>3. MOE's secondary education budget expenditure for FY2014 is at least 95% of revenue budget and 85% of development budget of approved budget for FY2014</p>	<p>1. MOE's secondary education budget for FY2017 is more than MTBF 2012 forecast for FY2017</p> <p>2. MOE's secondary education budget expenditure for FY2015 is at least 95% of revenue budget and 85% of development budget of approved budget for FY2015</p>	<p>1. MOE's secondary education budget for FY2018 is more than MTBF 2016 forecast for FY2018</p> <p>2. MOE's secondary education budget expenditure for FY2016 is at least 95% of revenue budget and 85% of development budget of approved budget for FY 2016</p>
<p>DLI 7 Strengthened Risk Management</p> <p>Practices in procurement, financial management, and good governance are improved in line with existing government rules and procedures</p>	<p>No systematic fiduciary oversight</p>	<p>1. Fiduciary oversight arrangements in procurement, financial management, and good governance are approved by MOF and MOE</p> <p>2. A PFM Action Plan is approved by MOF and MOE</p>	<p>Procurement capacity development plan that includes EGP (e-procurement) for MOE institutions involved in procurement in secondary education is approved by MOE</p>	<p>1. Implementation of the procurement capacity development plan that includes EGP meets the target set for FY2015; EGP is used in secondary education procurement</p> <p>2. Agreed actions between MOF, MOE, and ADB in the PFM Action Plan based on recommendations of previous year periodic fiduciary review or any special review are implemented</p>	<p>1. Procurement practices in secondary education and MOE oversight capacity in anticorruption have improved</p> <p>2. Agreed actions between MOF, MOE, and ADB in the updated PFM Action Plan based on recommendations of previous year periodic fiduciary review or any special review are implemented</p>	<p>1. Procurement practices in secondary education and MOE oversight capacity in anti-corruption have improved from FY2016</p> <p>2. Agreed actions between MOF, MOE, and ADB in the updated PFM Action Plan based on recommendations of previous year periodic fiduciary review or any special review are implemented</p>

DLIs and Definition	Baseline	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017
DLI 8 Secondary Education Sector Outcomes Sector outcomes show positive trends					GER 6–10 increased to 64% (boys: 59%, girls: 69%) from 2011 baseline 61% (boys: 56%, girls: 66%)	Survival rate (grade 9) increased from 58% (boys: 61%, girls: 55%) in 2011 to 60% (boys: 63, girls: 57%)

ADB = Asian Development Bank, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, EGP = electronic government procurement, EMIS = Education Management Information System, GER = gross enrolment ration, ICT = information and communication technology, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, MOPME = Ministry of Primary and Mass Education, MPO = monthly payment order, MTBF = medium-term budget framework, NCPF = National Curriculum Policy Framework, NEP = National Education Policy, PFM = Procurement and Financial Management, SEPF = Secondary Education Program Framework, SESDP = Secondary Education Sector Development Program.

Source: Asian Development Bank.

DISBURSEMENT-LINKED INDICATOR VERIFICATION PROTOCOL AND PROCEDURES

Generic Disbursement-Linked Indicator Achievement Verification Procedures

1. The Ministry of Education shares reports on disbursement-linked indicator (DLI) achievement with the Ministry of Finance and Asian Development Bank (ADB).
2. ADB mission verifies compliance of the reports with the protocols (definition of DLI achievement). ADB will conduct third party verification as and when appropriate.
3. ADB mission discusses findings of the verification and agree with the Program Steering Committee on achievement of the DLIs.
4. The Ministry of Education discloses all reports in its website.

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
DLI 1 Curriculum Implementation Accountable: MOE NCTB DSHE 1. NCTB, in collaboration with DSHE, develops a costing curriculum implementation plan for 5 core subjects with special emphasis on science 2. DSHE, in collaboration with NCTB, develops the training materials and implements the training		MOE's approved costing curriculum implementation plan for 5 core subjects with special emphasis on science that defines: 1. Quality service standards for (i) Availability of textbooks, teacher guides, and other reference materials; (ii) Teacher qualification and availability; (iii) Teacher training on subjects and pedagogy; and (iv) Availability of science labs, equipment and tools, and teaching tools for other subjects	DSHE report that includes : 1. Sample of practical science teacher training materials; this includes a list of equipment and teaching aids 2. Teacher training report by batch which includes a list of participants from the 200 schools and madrasahs (rural schools are those located outside upazila sadar), trainers, venue, and schedule prepared by the TTC and endorsed by the DEO 3. Report evidencing use of practical science teaching in	DSHE report evidencing implementation of practical science teaching in the 5,000 schools, including madrasah	MOE's report on science enrollment ratio using DSHE EMIS data MOE's approved revised curriculum implementation plan that reflects the NCPF	ADB may field an independent school science education expert to help verify the DLI Year 2 and 3 ADB may conduct field verification in at least 2 districts verify the DLI Year 2 and 3 Third party verification will be conducted for Year 4 and 5 DLIs

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
3. DSHE monitors curriculum implementation		<p>2. Rolling annual implementation plan and targets to strengthen science teaching; this includes a plan to develop e-learning modules in science; it also includes a 3-year plan to increase enrollment in science stream</p> <p>3. Monitoring and reporting mechanisms for curriculum implementation</p>	the 200 schools and institutions			
DLI 2 ICT in Schools Accountable: MOE DSHE			MOE approved plan developed by DSHE Planning and Development Wing that defines (i) hub concept; (ii) infrastructure and equipment requirement; (iii) piloting plan, including selection criteria of schools; (iv) training plan for teachers and SMCs; (v) maintenance and security; (vi) acceptable users policy; and (vii) copy of the	DSHE report on teacher training by batch which includes a list of participants from the 640 schools and madrasah (2,560 teachers) and trainers, venue, and schedule prepared by an external training provider and endorsed by the DEO DSHE report evidencing that at least 60% of teachers trained at 640 schools and madrasah have access to log-in	MOE report evidencing at least 32,000 students in 640 schools and madrasahs have access to log-in information of ICT in information hubs from web access and user accounts	ADB may field an independent ICT education expert to help verify Year 3 DLI Third party verification will be conducted for Year 4 and 5 DLIs

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
			feasibility study and its recommendations; the feasibility study takes into account all existing policies and plans related ICT in education	information of ICT in information hubs from web-access and have user accounts		
DLI 3 Pro-poor stipend Accountable: MOE DSHE		MOE report on bank's records of transfer of stipend to students MOE's TORs for an independent review of existing stipend programs are shared with and reviewed by concerned development partners TOR defines the scope of the study on a comparative analysis of (i) stipend rate, (ii) targeting method, (iii) disbursement procedures, (iv) monitoring mechanism, and (v) impact of the three existing stipend programs (SESDP, SEQAEP, and GOB)	MOE draft report on recommendations for modifications of targeting, targeting methods, and monitoring mechanism is shared with concerned development partners MOE 's approved plan to improve monitoring and reporting capacity within DSHE, that defines roles and functions of (i) Planning and Development Wing, (ii) proposed Finance and Procurement Wing, (iii) proposed integrated M&E Unit, and (v) the proposed Stipend Wing	MOE approved report on the harmonized stipend implementation arrangements: (i) DSHE stipend unit fully staffed, (ii) data processing system is in place, (iii) disbursement system is in place, (vi) reporting and monitoring mechanism through EMIS is in place Harmonization is defined as: (i) unified rate for all stipend program, (ii) targeting method, (iii) data processing/administration (software), (iv) disbursement mechanism, and (v) monitoring mechanism	MOE report on bank's records of transfer of stipend to students and DSHE's Stipend Program's monitoring report MOE report of a third party verification showing that 80% of stipend recipients attend school in accordance with the agreed conditions: (i) 75% school attendance, (ii) 33% pass rates in bi-annual exam, and (iii) remain unmarried	ADB may field an independent M&E expert to help verify Year 2, 3 and 4 DLIs Third party verification will be commissioned by MOE for Year 5 DLI

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
DLI 4 Decentralized Education Management Accountable MOE DSHE		MOE report on decentralization of MPO management in Khulna zone (or another zone or location) that includes MOE's circular specifying zonal DD office's authority to manage MPO, including MPO transfer process by the DDs to teacher's account		MOE report on: (i) results of the review of MPO management decentralization in Khulna zone (or another zone or location) and (ii) the roll-out plan to decentralize MPO in other zones	MOE report on MPO management decentralization in at least 3 zones that includes: (i) MOE's circular specifying zonal DD office's authority to manage MPO, including MPO transfer process by the DDs to teacher's account and (ii) summary bank statement of MPO transfer from DDs to teacher's account for each zone	<p>ADB may field an independent decentralization expert to help verify Year 2 and 4 DLIs</p> <p>A joint MOE/ADB mission will be fielded in Khulna and other pilot zones to verify compliance with the DLIs Year 2 and 4</p> <p>Third party validation will be conducted to verify Year 5 DLI</p>
DLI 5 M&E Accountable MOE DSHE		.	MOE's approved Institutional development plan in M&E for DSHE defines: (i) staffing need, (ii) roles and responsibilities of M&E, (iii) reporting mechanism and standard, and (iv) capacity requirements and development plan MOE's approved Secondary School Quality Standard defines: (i) teaching facilities and equipment, (ii)	MOE report on: (i) EMIS updated data collection tools, (ii) education institutions' statistical report on Secondary School Quality Standard, and (iii) an analytical report based on the statistical reports MOE report showing approved mechanism for EMIS: (i) data verification, (ii) data collection and processing improvement, (iii) data analysis, and (iv) timely reporting	Annual Report of Secondary Education Sector Performance approved by MOE reports on: (i) sector outcomes, (ii) Secondary Education Quality Standards, (iii) outputs wise budget execution Annual Report is published by DSHE	<p>ADB may field independent EMIS and M&E experts to help verify the DLIs</p>

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
			student/teacher ratio, (iii) head teacher and teacher qualification, (iv) SMCs composition and procedures, (v) school financing, and (vi) assessment			
DLI 6 Sector Planning and Financing Accountable MOF MOE DSHE	MOE's approved secondary education sector road map is aligned with NEP and its implementation strategy and defines a 10-year projection for secondary education expansion and reforms to improve quality, relevance, and efficiency	Draft SEPF that defines: (i) sector objectives, key performance indicators, outputs, and strategies; (ii) overall fiscal framework and financing mechanism; (iii) monitoring mechanism, SEPF serves as a core document for the preparation of MTBF and overall framework for DP support harmonization and SWAp in secondary education; and (iv) project-to-program transition.	MOE approved SEPF endorsed by key stakeholders such as MOF, MOPME, Planning Commission, CSOs, and appraised by DPs			SEPF is developed by MOE, endorsed by key stakeholders, and jointly appraised by DPs ADB mission will verify : (i) budget circular, (ii) MOF budget authorisation letters, and (iii) IBAS-generated budget management reports
	Annual Budget FY2014 as originally approved by the Parliament shows that MOE's	Annual Budget FY2015 as originally approved by the Parliament shows that MOE's secondary	Annual Budget FY2016 as originally approved by the Parliament shows that MOE's secondary	Annual Budget FY2017 as originally approved by the Parliament shows that MOE's secondary education budget is more than MTBF 2012	Annual Budget FY2018 as originally approved by the parliament shows that MOE's secondary education budget is	

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
	secondary education budget is more than MTBF 2012 forecast for FY2014	education budget is more than MTBF 2012 forecast for FY2015	education budget is more than MTBF 2012 forecast for FY2016 Budget management reports show that MOE's secondary education budget expenditure for FY 2014 is at least 95% of revenue and 85% of development of the approved budget for FY2014	forecast for FY2017 Budget management reports show that MOE's secondary education budget expenditure for FY2015 is at least 95% of revenue and 85% of development of the approved budget for FY2015	more than MTBF 2016 forecast for FY2018 Budget management reports show that MOE's secondary education budget expenditure for FY2016 is at least 95% of revenue and 85% of development of the approved budget for FY2016	
DLI 7 Strengthened Risk Management Accountable MOE DSHE MOF CGA	Fiduciary oversight arrangements define: (i) periodic fiduciary review processes such as the Annual Fiduciary Review and post-procurement reviews, (ii) processes for special reviews as required, and (iii) fiduciary oversight arrangements are agreed between MOF, MOE, and ADB as part of the Loan Agreement	MOE's approved procurement capacity development plan for MOE institutions involved in procurement in secondary education defines areas of need identified by the procurement capacity assessment which includes: (i) compliance with PPR procedures, (ii) project and procurement reporting mechanism, (iii) documentation requirements, and	MOE's progress report showing evidence that (i) at least 80% of the capacity building targets set for FY2015 are met and (ii) EGP is used for procurement in secondary education MOE's report on implementation of agreed actions in the initial PFM Action Plan based on recommendations of the periodic fiduciary review or any special review	Post-procurement review report showing no more than 50% of serious observations related to corrupted practices of sample contracts reviewed MOE's report on implementation of agreed actions in the updated PFM Action Plan based on recommendations of the periodic fiduciary review or any special review	Post-procurement review report showing no more than 40% of serious observations related to corrupted practices of sample contracts reviewed MOE's report on implementation of agreed actions in the updated PFM Action Plan based on recommendations of the periodic fiduciary review or any special review	ADB may field independent procurement and financial management experts to help verify the DLIs

DLI	Definition of DLI Achievement					Specific Verification Procedures
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017	
		(iv) anticorruption measures				
DLI 8 Secondary Education Sector Outcome Accountable MOE DSHE				MOE report on GER grades 6–10 based on EMIS	MOE report on grade 9 survival rates based on EMIS	ADB may field an independent M&E expert to help verify the DLIs

ADB = Asian Development Bank, CAG = Office of the Comptroller and Auditor General, CSO = civil society organization, DD = Deputy Director, DEO = district education office, DLI = disbursement-linked indicator, DP = development partner, DSHE = Directorate of Secondary and Higher Education, EMIS = Education Management Information System, GER = Gross Enrolment Ratio, GOB = Government of Bangladesh, IBAS = Integrated Budgeting and Accounting System, ICT = information and communication technology, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, MOPME = Ministry of Primary and Mass Education, MPO = monthly payment order, MTBF = medium-term budget framework, NCPF = National Curriculum Policy Framework, NCTB = National Curriculum and Textbook Board, NEP = National Education Policy, PFM = Procurement and Financial Management, PPR = Public Procurement Rule, SEQAEP = Secondary Education Quality and Access Enhancement Project, SESDP = Secondary Education Sector Development Program, SEPF = Secondary Education Program Framework, SMC = School Management Committee, SWAp = sector-wide approach, TOR = terms of reference, TTC = teacher training college.

Source: Asian Development Bank.

DISBURSEMENT-LINKED INDICATOR DISBURSEMENT TABLE (for Tranche 1 and 2)

DLIs	Financial Allocation per DLI (US\$ million)					Total Financing Allocated to the DLI	Notes
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015	Year 4 by June 2016	Year 5 by June 2017		
DLI 1 Curriculum Implementation		8	10	10	15	43	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 2 ICT in School			10	12	15	37	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 3 Pro-poor Stipend		8	10	10	15	43	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 4 Decentralized Education Management		8		8	8	24	If DLI achievement is delayed, payment can be made at the next disbursement schedule.
DLI 5 M&E			8	8	8	24	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 6 Sector Planning and Financing	8	8	8	8	8	40	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 7 Strengthened Risk Management	8	8	8	8	8	40	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 8 Secondary Education Sector Outcomes				12	12	24	If DLI achievement is delayed, payment can be made at the next disbursement schedule.
Maximum allocation per year	16	40	54	76	89	275	Year 3 DLI includes \$34 million from Tranche 1 and \$20 million from Tranche 2.
Disbursement Schedule	Results are to be reported by August, verified by October, and correspondent payment made by ADB by November. For DLIs that are achieved late, disbursement can be made around May of the following year, or any other time agreed between ADB and the government.						

ADB = Asian Development Bank, DLI = disbursement-linked indicator, ICT = information and communication technology, M&E = monitoring and evaluation.

Source: Asian Development Bank.

DISBURSEMENT-LINKED INDICATOR DISBURSEMENT TABLE (for Tranche 1 Only)

DLIs	Financial Allocation per DLI (US\$ million)			Total Financing Allocated to the DLI	Notes
	Year 1 by June 2013	Year 2 by June 2014	Year 3 by June 2015		
DLI 1 Curriculum Implementation		8	10	18	If DLI achievement is delayed, payment can be made at the next disbursement schedule.
DLI 2 ICT in School			10	10	If DLI achievement is delayed, payment can be made at the next disbursement schedule.
DLI 3 Pro-poor Stipend		8	10	18	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 4 Decentralized Education Management		8		8	If DLI achievement is delayed, payment can be made at the next disbursement schedule.
DLI 5 M&E			0 (\$8 million allocated under Tranche 2)	0	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 6 Sector Planning and Financing	8	8	2 (\$6 million allocated under Tranche 2)	18	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 7 Strengthened Risk Management	8	8	2 (\$6 million allocated under Tranche 2)	18	If DLI achievement is delayed, payment can be made at the next disbursement schedule. Disbursement based on partial achievement can be made. Equal price is allocated to each sub-DLI.
DLI 8 Secondary Education Sector Outcomes					If DLI achievement is delayed, payment can be made at the next disbursement schedule.
Maximum allocation per year	16	40	34	90	Additional \$20 million from Tranche 2 financing will be allocated for year 3 DLI.
Disbursement Schedule	Results are to be reported by August, verified by October, and correspondent payment made by ADB by November. For DLIs that are achieved late, disbursement can be made around May of the following year, or any other time agreed between ADB and the government.				

ADB = Asian Development Bank, DLI = disbursement-linked indicator, ICT = information and communication technology, M&E = monitoring and evaluation.

Source: Asian Development Bank.

DISBURSEMENT-LINKED INDICATORS SUPPLEMENTARY NOTES

<p>DLI 1 Curriculum Implementation</p> <p>Revised curriculum (2011) is implemented with an expanded and improved quality of science teaching</p> <p>Curriculum implementation plan is realigned with NCPF or any subsequent revision of the curriculum</p>	<ul style="list-style-type: none"> • This DLI supports Output 1: Enhanced quality and relevance of secondary education, by enhancing the quality of curriculum delivery in 5 core subjects, through improved teaching and learning, and use of adequate teaching equipment, tools, and materials. This follows on support provided by SESDP in revising the curriculum (2011) for grades 6–12. • It specifically gives incentive to modernize science teaching and to increase demand for science stream. • Year 2 DLI focuses on strategy and planning for curriculum delivery, as well as the selection of schools to introduce practical science teaching, the preparation of teaching materials, and the procurement of science equipment. • Year 3 and 4 DLIs focus on phased introduction of practical science teaching in selected schools. • Year 5 measures a sector outcome which aims at improving trend in enrollment in science stream. Year 5 also assumes that the NCPF will be approved well before June 2017 (latest by 2016), so that the curriculum and its implementation plan are revised in accordance with the NCPF.
<p>DLI 2 ICT in Schools</p> <p>Students and teachers have access to e-learning resources and other facilities to enhance quality of teaching and learning</p>	<ul style="list-style-type: none"> • This DLI supports Output 1: Enhanced quality and relevance of secondary education, by introducing advanced teaching and learning methodologies using ICT in core subjects. • Year 2 has no DLI, but it implies that a thorough feasibility study needs to be conducted, as availability of the feasibility study and its recommendations triggers achievement of Year 3 DLI. • Year 3 DLI focuses on approval of the concept of School Information Hub and preparation for piloting in 640 schools. • Year 4 DLI focuses on implementation of the pilot in 640 schools. • Year 5 DLI measures achievement of an intermediate program outcome, that is a minimum number of students accessing e-learning resources through the School Information Hubs.
<p>DLI 3 Pro-poor Stipend</p> <p>Existing stipend programs are revised to make it more equitable, efficient, and harmonized</p>	<ul style="list-style-type: none"> • This DLI supports Output 2: More Equitable Access and Better Retention, by making stipend programs more equitable, efficient, and harmonized. • Year 2 DLI ensures that stipends supported under the SESDP continue without disruption. It also focuses on developing and agreeing with MOE and concerned development partners and the TORs for the independent review of the existing stipend programs. Different stipend rates, targeting methods, administration, and monitoring mechanisms are used between the two government's stipend projects (one of which is supported by SESDP) and the World Bank-supported project, thus one of the challenges is to develop one single harmonized stipend program. • Year 3 focuses on finalizing a draft report on recommendations for a harmonized stipend program. • Year 4 DLI focuses on finalizing the implementation arrangements including the monitoring and reporting mechanism. • Year 5 DLI measures achievement of an intermediate sector outcome, that is retention in school of recipients of the revised stipend program. • This DLI also supports the transition to SWAp: Existing stipend programs will merge into one program and will be

	administered by regular functional units within MOE.
<p>DLI 4 Decentralized Education Management</p> <p>MPO management is decentralized to zonal level in a phased-manner</p>	<ul style="list-style-type: none"> • This DLI supports Output 3: Strengthened Secondary Education Management and Governance, by decentralizing MPO management from DSHE to zonal offices in a phased manner. This follows on reforms initiated under SESDP. The DLI will particularly review the experience of the piloting in the 1st zone so that the result of such review will inform future institutional reforms aiming at decentralizing education management and promoting efficient use of resources. • Year 2 DLI ensures that delegation of authority to pilot MPO management in the 1st zone (Khulna) is completed and the pilot initiated. • Year 4 DLI reviews the pilot experience and prepare a roll-out plan to decentralize MPO in other zones. • Year 5 measures an intermediate outcome for institutional reform, that is MPO management is decentralized in a total of 4 zones out of 9.
<p>DLI 5 M&E</p> <p>Institutional development for M&E is initiated and sector performance monitoring introduced</p>	<ul style="list-style-type: none"> • This DLI supports Output 3: Strengthened Secondary Education Management and Governance, by institutionalizing M&E and strengthening sector performance monitoring. • Year 3 DLI focuses on developing an overall M&E institutional development plan and establishing common secondary school quality standards that will apply to all types of schools. • Year 4 DLI focuses on strengthening EMIS (initiated under SESDP) to collect data based on secondary school quality standards. • Year 5 measures an intermediate program outcome, that is the publication of the 1st annual secondary education sector performance report.
<p>DLI 6 Sector Planning and Financing</p> <p>An SEPF that aligns all programs and projects in secondary education is available</p> <p>Adequate budget is allocated within government fiscal capacity, enabling MOE to implement secondary education programs and projects</p> <p>MOE's performance in budget execution is satisfactory</p>	<ul style="list-style-type: none"> • This DLI supports the transition to SWAp (FY2014-FY2023), by developing a common SEPF that aligns all programs and projects in secondary education, and by ensuring an adequate annual budget allocation for the sub-sector and an efficient budget execution. • Year 1 DLI support approval of a 10-year sector road map, which is line with the NEP and the NEP implementation strategy for secondary education. • Year 2 and 3 DLIs support the development of the SEPF. This will create a platform for policy dialogue, which is also expected to involve both MOPME and MOE, as well as development partners involved in both primary and secondary education sub-sectors. Synergy between primary and secondary education will be discussed, in conjunction with the NEP's plan to move grades 6–8 to primary education starting 2018. • It is envisaged that SWAp for secondary education will be initiated from FY2018.

<p>DLI 7 Strengthened Management</p> <p>Risk</p> <p>Practices in procurement, financial management, and good governance are improved in line with existing Government rules and procedures</p>	<ul style="list-style-type: none"> • This DLI supports institutional capacity development in procurement, financial management, good governance, and fiduciary oversight. • Year 1 DLI supports approval of a structured fiduciary oversight arrangement and a PFM Action Plan. • Year 2 and 3 DLIs support procurement capacity development that includes a transition to e-procurement. • Year 3, 4, 5 DLIs support incremental improvement in practices in procurement and financial management and implementation of the PFM Action Plan. • Year 4 and 5 also measure intermediate institutional development outcome, that is improved MOEs' oversight capacity in anti-corruption in procurement.
<p>DLI 8 Secondary Education Sector Outcomes</p> <p>Sector outcomes show positive trends</p>	<ul style="list-style-type: none"> • This DLI measures progress in sector outcomes that are also the outcomes of Project 1 of the investment program.

DLI = disbursement-linked indicator, EMIS = Education Management Information System, M&E = monitoring and evaluation, MOE = Ministry of Education, MOPME = Ministry of Primary and Mass Education, MPO = monthly payment order, NCPF = National Curriculum Policy Framework, NEP = National Education Policy, PFM = procurement and financial management, SEPF = Secondary Education Program Framework, SESDP = Secondary Education Sector Development Program, SWAp = sector-wide approach, TOR = terms of reference.

Source: Asian Development Bank.

Total	41	15	7	14	0	0	0	72	384	222	50	24	5	26	860
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Source: Asian Development Bank.

SL	Positions	SESIP Proposed Manpower															Existin g Total	Differenc e
		SPS U	DSHE Planning				Directo r fin. and Pro	DSHE Field				DI A	NCT B	BED O	NAE M	Tota l		
			PMQU A	HR M	PP P Cell	EMI S		Zona l	DE O	USE O	City thana							
1	JPD	1														1	0	1
2	Project Director															0	1	-1
3	Director						1									1	0	1
4	Deputy Director	3	1	1			1									6	6	0
5	Specialist												20	6	26	52	48	4
6	System Analyst*					2										2	1	1
7	Education Statistisian					1										1	0	1
8	Assistant Director	6	3	2	1		4									16	13	3
9	Programr		1			6		9								16	14	2
10	Maintenance engineer					1										1		
11	Assistant Inspector							27	256			0				283	333	-50
12	Research Officer **		4	2	1			27	64					6		104	99	5
13	Upazila Academic Officer									485						485	222	263
14	Assitant Programr		1			1										2	2	0
15	Thana Secondary Education Officer(TSEO)										25					25		25
16	Thana Academic Supervisor Officer (TASO)										25					25		25
17	Thana Assistant Secondary Education Officer (TASEO)										25					25		25
18	Project Officer	6														6	2	4
19	Administrative Officer	1														1	1	0
20	Accounts Officer	1														1	1	0
21	Documentation Officer		1													1	1	0
22	Computer Operator	6	2	2	1	6	2				25		2	1		47	18	29
23	Accountant	1					1				25					27	1	26
24	Stenographer	1														1	1	0
25	Driver	3				1	1						1	1		7	4	3
26	Cash Sarker	1														1	1	0
27	Store keeper	0														0	1	-1
28	Data entry Operator							9	64					2		75	73	2

29	MLSS	7	2	1	1	2	2				25		2			42	16	26
30	Sweeper	1									25					26	1	25
31	Nighguard										25					25		25
	Total	38	15	8	4	20	12	72	384	485	200	0	25	16	26	130 5	860	445
	Existing total	41	15	7	0	14	0	72	384	222	0	50	24	5	26	860		
	Difference	-3	0	1	4	6	12	0	0	263	200	-50	1	11	0	445		

Source: Asian Development Bank.

Secondary Education Sector Improvement Program
Fiduciary Oversight Arrangement (Agreed on 22 July 2013 for verification of DLI Year 1)

1. The Government of Bangladesh and Asian Development Bank have agreed on the fiduciary oversight arrangement to: (i) ensure close oversight of eligible expenditures under the Secondary Education Sector Investment Program and (ii) build a systematic fiduciary oversight in secondary education. Three stages of fiduciary oversight are described in Table 1 and the tentative schedule is outlined in Table 2.

Table 1: Fiduciary Oversight Arrangement

Stages	Activities and Responsible Agencies
I. Regular oversight	<ol style="list-style-type: none"> 1. DSHE through MOE share quarterly Interim Financial Reports to ADB 2. MOE, DSHE, and ADB review and agree on annual procurement plans one month before the start of the fiscal year 3. ADB conducts prior review of ICB goods and works and consultancies 4. MOE conducts an annual post procurement review in accordance with PPR 2008
II. Annual audit by CAG	<ol style="list-style-type: none"> 1. CAG conducts external audit <ol style="list-style-type: none"> (i) CAG shares audit report with ADB 9 months after closing of accounts (ii) MOE shares with ADB agreed follow-up actions for serious audit observations
III. AFR (includes post-procurement review) by ADB ¹	<ol style="list-style-type: none"> 1. ADB conducts an AFR in consultation with MOF and MOE; a post-procurement review of 20% of awarded contracts will be conducted as a sub-set of the AFR <ol style="list-style-type: none"> (i) MOE, MOF, and ADB agree on the AFR's TORs; the TORs may include a review of follow-up of annual audits of the previous year, as required (ii) ADB recruits an audit firm and oversees the review (iii) ADB shares the AFR report (iv) MOE, MOF, and ADB agree on AFR recommendations to be implemented by respective agencies (v) Agreed AFR recommendations are recorded in the updated PFM Action Plan 2. Implementation of agreed AFR recommendations recorded in the PFM Action Plan trigger achievement of DLI 7 (Strengthened Risk Management)

ADB = Asian Development Bank, AFR = Annual Fiduciary Review, CAG = Office of the Comptroller and Auditor General, DLI = disbursement-linked indicator, DSHE = Directorate of Secondary and Higher Education, ICB = International Competitive Bidding, MOE = Ministry of Education, MOF = Ministry of Finance, PFM = Procurement and Financial Management, PPR = Public Procurement Rules, TOR = terms of reference.
 Source: Asian Development Bank.

¹ A separate TA will be provided by ADB to support these reviews.

Table 2: Tentative Schedule of Fiduciary Oversight Activities

	IFR	MOE Post Procurement Review	Annual Audit Report	AFR	Review Missions
September		MOE Post Procurement Review			
October					
November	IFR July–September	MOE Post Procurement Review Report		AFR TOR agreed	ADB review mission
December					
January					
February	IFR October–December			AFR initiated (Post Procurement Review)	
March			CAG Audit Report	AFR conducted	
April					
May	IFR January–March		Follow-Up Audit Report	AFR Finalized	ADB review mission
June					
July					
August	IFR April–June			Follow-up AFR	

ADB = Asian Development Bank, AFR = Annual Fiduciary Review, CAG = Office of the Comptroller and Auditor General, IFR = Interim Unaudited Financial Report, MOE = Ministry of Education, TOR = terms of reference.

Source: Asian Development Bank.

PROGRAM BUDGET HEAD

1. Secondary Education Sector Investment Program expenditure framework that includes Asian Development Bank loan proceeds is composed of eligible expenditure items from development and non-development expenditures. These Program Budget Heads includes:

a) **Development Budget :**

SESIP Program Code: XXXX	Economic Code	Descriptions
Revenue expenditure		
	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
	4800	Supplies and Services
	4900	Repair & Maintenance
	5900	Grants in Aid
Capital expenditure		
	6800	Capital Expenditure
	7000	Construction and Works

b) **Non Development Budget:**

Functional Code	Economic Code	Descriptions
Revenue Expenditure		
Ministry of Education (2501)	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
Directorate of Secondary and Higher Secondary Education (2531)	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
Upazila Secondary Education Office (2534)	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
Teachers Training Colleges (2535)	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
Government Secondary School (2536)	4500	Pay of Officers
	4600	Pay of Establishments
	4700	Allowances
Non-Government Education Institution (2540)	5900	Grants in Aid

TERMS OF REFERENCE FOR ANNUAL FIDUCIARY REVIEW

A. Background

1. The Government of Bangladesh (GOB) and Asian Development Bank (ADB) have signed a Loan Arrangement to support institutional reforms and improved educational outcomes in the secondary education sector as described in the Report and Recommendations for the Secondary Education Sector Investment Program (SESIP). The program is implemented as an integrated part of the Ministry of Education overall sector mandate to improve on education sector performance and outcomes.

2. ADB will commission an annual fiduciary review (AFR) to provide additional assurance to the financial statements presented, to analyze areas of substantial fiduciary concerns and to gradually improve the GOB financial systems and processes by implementing the concrete recommendations of AFR.

3. SESIP uses GOB's public financial management (PFM) system for management of all funding of the program activities including ADB contributions. The use of GOB PFM systems for ADB disbursement to the Consolidated Fund requires that fiduciary risk can be managed within levels acceptable to GOB and ADB. In this respect, a fiduciary risk assessment of SESIP, with due consideration of both PFM and procurement issues, has been carried out during SESIP. The level of fiduciary risk was assessed by ADB as acceptable provided that agreed actions to improve the system are implemented and maintained by GOB.

4. GOB PFM systems have been strengthened in recent years and now operate with sound controls in place. Reports are produced which provide GOB and ADB with the ability to monitor both budgeted and actual levels of expenditure in accordance with their information needs. The GOB Integrated Budgeting and Accounting System (IBAS) have the capacity to generate reports upon request and to required levels of detail. It is expected that the IBAS system will be strengthened further with support from the multi-donor funded Strengthening Public Expenditure Management Program (SPEMP) PFM reform project.

B. Purpose of the Annual Fiduciary Review

5. The AFR will provide additional assurance to the IBAS-generated budget management reports constituting the Statement of Expenditures for financial monitoring purposes. In addition, the AFR will focus on reviewing selected risk-areas each year including areas identified by annual reports of the Office of the Comptroller and Auditor General (CAG) and semi-annual Post Procurement Reviews. The AFR will provide concrete recommendations for improvement and value addition in the proposed risk areas subject for review.

C. Scope of the Annual Fiduciary Review

6. The AFRs each year will be implemented with focus on some selected areas that will be decided during the Joint Annual Review Mission for SESIP. The following are suggested areas of focus for the AFR for the duration of SESIP based on information from a sample of divisions, districts, and upazilas with sampling based on agreed criteria (stratified sampling):

- (i) Review of payment processing including sample testing using information from the IBAS reports and cashbooks of a sample of Drawing Disbursement Officers (DDOs). This will include a review of average days between receiving a request for

- payment and payment date, with particular focus on any specific staff member who is consistently above the average.
- (ii) Review of reconciliation between IBAS and DDO cashbooks and ledgers using the IBAS reports on reconciliation including review of DDOs' financial management.
- (iii) Review of booking and clearing of advances.
- (iv) Internal controls over payroll processing and personnel data management in particular as it relates to teachers enlisted on Monthly Pay Order as compared to those who are not.
- (v) Release procedures for cash transfers and distribution of non-cash inputs to schools and related financial management.
- (vi) Review of stipends delivery and possible overlap between different stipend/scholarship programs.
- (vii) Other issues arising from CAG annual audit reports.
- (viii) post review of large procurements (anything over \$1 million or subject to ICB)

7. In addition to the above, the AFR should review relevant reports from CAG and in particular, concerns in recurring observations from these audits, which are both general and specific to MOE and subordinated cost centers.

8. The AFR should include, but not necessarily be limited, to an assessment of the financial management system, including internal controls. This would include aspects such as adequacy and effectiveness of accounting, financial and operational controls, and any needs for revision; level of compliance with established policies, plans and procedures; reliability of accounting systems, data and financial reports; methods of remedying weak controls or creating them where there are none; verification of assets and liabilities; and integrity, controls, security and effectiveness of the operation of the computerized system. The assessment should be based on the sample as specified under the specific tasks described below.

D. Specific tasks for the AFR FY XXXX-XX

9. The AFR FY XXXX-XX will focus on the following areas:

- (i)
- (ii)
- (iii) Other fiduciary issues arising from CAG annual audit reports, Quarterly Fiduciary Reviews, and Post Procurement Review.

E. Timing and reporting

10. The AFR will commence latest by XX-XXX-XXXX, with an estimated total duration of the assignment of maximum 10 weeks. The work is to be concluded by early XX-XXXX with the submission of a report presenting outcomes from the above tasks including a summary of recommendations, actions for follow-up, timeframe for when they should be completed and indication of the responsible entity/unit.

11. The results of the AFR would be discussed by the GOB and ADB each year and terms of references for the succeeding year's AFR will be agreed in the Joint Annual Review Mission.

12. The following deliverables are expected:

- (i) Inception report (within 1 week)
- (ii) Draft AFR report (within 8 weeks)
- (iii) Final AFR report (within 10 weeks)

F. Qualifications of consultants

13. The assignment will be undertaken by a company who will employ adequate staff with appropriate professional qualifications and suitable experience with the International Federation of Accountants standards, in particular international standards on auditing, and International Organization of Supreme Audit Institutions standards, and with experience in performing assessments of programs comparable in size and complexity to SESIP.

- (i) Financial Audit Specialist and Team Leader (international, 2 person-months). The team leader nominated by the firm shall: (a) have at least a graduate degree in Financial Management or be a certified accountant; (b) be a member of a recognized accountancy professional body; (c) have experience from or work with a company affiliated to an international audit firm; (d) have experience with the GOB's financial management system, procedures, and regulations applying to central government, district, and upazila (block) levels; (e) have experience undertaking financial, compliance, and performance audits including design, management, and implementation of surveys; (f) demonstrate team leadership, organizational, communication, relational, and report writing skills; and (g) have an excellent command of the English language.
- (ii) Financial Audit Specialists (2 national, 4 person-months; 2 person-months each). The specialists shall (a) be certified accountants and (b) have at least 5 years of relevant working experience, preferably in government-executed donor-funded projects, as accountants in Bangladesh. Experience with financial management reviews in accordance with the guidelines from multilateral organizations is highly preferred.

TERMS OF REFERENCE FOR POST PROCUREMENT REVIEW

A. Background

1. The Government of Bangladesh (GOB) and the Asian Development Bank (ADB) have agreed on the financing for the Secondary Education Sector Investment Program as a multitranchise financing facility. Within the scope of the program, the Ministry of Education (MOE) will commission an Annual Post Procurement Review. The purpose of the review is to provide assurance that the procurement process has been implemented in accordance with GOB approved procedures in a transparent manner.

2. A comprehensive procurement risk assessment of the education sector, with due consideration to procurement issues was carried out during program preparation. The level of procurement risk was assessed by ADB as acceptable provided that agreed actions to improve the system are implemented and maintained by the GOB.

3. All local procurement under the program is carried out in accordance with ADB procedures for international competitive bidding (ICB) and consultant recruitment and the national competitive bidding (NCB) procedures according to the Public Procurement Act, 2006, and Public Procurement Rules (PPR), 2008 subject to the NCB Annex to the ADB Procurement Plan and subsequent amendments. As part of a fiduciary assessment, the MOE and ADB will conduct post procurement reviews of procurement carried out by implementing provinces.

B. Purpose

4. The purpose of the post procurement review is to examine the process that ensures:

- (i) The procurement procedures outlined in the Public Procurement Rules/ ADB's Guidelines are followed;
- (ii) Economy and efficiency have been achieved in the procurement process consistent with transparency;
- (iii) No inappropriate departures from agreed procedures and no fraud/corruption/collusion/coercion have been evident;
- (iv) Assets specified in procurement records provided by the relevant implementing agencies exist on-site at their office locations;
- (v) Broadly validate that the assets are used for the purpose for which they were acquired.

C. Scope

5. The consultants will select a sample using the methodology outlined in this document. The sample must cover at least 20% of the total number of contracts awarded during the fiscal year being reviewed, representing at least 30% of the expenditure against procurement of the same fiscal year.

6. For each contract package, the key elements will be to:

- (i) Verify eligibility.
- (ii) Verify compliance with the outlined procurement procedures as indicated in the PPR, subject to the modifications in the NCB Annex. When judgment was exercised, the consultants must comment on whether it was exercised

reasonably. The consultants will also identify contracts with deviations that warrant consideration for declaring misprocurement.

- (iii) Establish whether the documentation and record keeping systems which are in place are adequate for ensuring the post review requirements; for example, whether records are systematically maintained and are acceptable. At locations, where a complete record of contracts is not being maintained, assist them in starting a system to meet this important requirement. Also identify general issues related to the procurement process and systems and provide recommendations for improvement.
- (iv) Verify whether goods and works exist at intended locations and are being used for the purposes for which they were acquired.

7. The post review in the field on a representative sample basis should cover a review of the following related documentation:

- (i) Procurement
 - a. Invitation of bids, advertising procedures and bidding period
 - b. Bidding documents and addenda
 - c. Sale of bidding documents, pre-bid meeting
 - d. Receipt and opening of bids
 - e. Bid evaluation and recommendations for award of the contract
 - f. Conclusion of contract
 - g. Time taken for processing of the various procurement actions
 - h. Material modifications to the contract during execution and the increase in the value of contract
 - i. Letter of Credit
 - j. Supplier's invoice and certificate of origin
 - k. Shipping or import documents and inspection certificates
 - l. Evidence of receipt of goods
 - m. Recurrent costs record
 - n. Authorization for payment
 - o. Evidence of payment/bank statements, acknowledgement of payee
 - p. Accounting records of approval, disbursement, and balance available
 - q. ADB and GOB procurement plans in effect at the time of bidding
 - r. Where goods have been returned, evidence that refunds have been made by suppliers and corresponding adjustments made in subsequent applications

(ii) Consulting Services

- a. Invitations for Expressions of Interest, advertising procedures, submission period
- b. Evaluation criteria and shortlisting
- c. Budget
- d. Issuance of RFP and terms of reference, evaluation criteria, addenda
- e. Pre submission meetings
- f. Receipt and opening of technical proposals, evaluation
- g. Opening of financial proposals and evaluation
- h. Contract negotiations and award
- i. Time taken for each activity
- j. Billing and payments
- k. Submission of reports

8. The documents shall be examined to ensure that each payment (including authorization for payment) is properly supported. For verification of assets, the representative sample shall be selected by the consultant from the preliminary list provided by the ministry unit responsible for overseeing procurement while reviewing the contracts. Approximately 10-15% of assets acquired under the contracts are to be reviewed. This selection shall be influenced by the following factors:

- (i) Level of comfort obtained during the review of contract [s];
- (ii) Nature of asset [s];
- (iii) Value of asset [s]; and
- (iv) Geographical spread and accessibility of the location of asset.

9. Based on the findings, the consultants will verify with the concerned implementing agency such as the MOE and implementing provinces to obtain their views and concurrence with respect to the areas that need improvements and agree on the approach and strategies to implement measures to improve the existing system. Consequently, the consultants will prepare a proposal for system improvement for each implementing agency.

10. The consultants will conduct comprehensive needs assessments of concerned staff in each implementing agency and prepare a comprehensive proposal for capacity development including training requirements for each staff or group of staff -- especially on the job training -- with clear guidelines and directives.

11. Develop separate checklists for MOE and zonal offices.

12. The checklists will cover the following areas, among others, based on the weaknesses identified in the system:

- (i) How to minimize fiduciary risks;
- (ii) Requirements of books of records;
- (iii) Reporting requirements --scope, contents, data, information, etc.

D. Sampling Guidance for Post Procurement Review

13. A sample of contracts shall be selected from MOE's procurement plan by the consultants. The following guidelines will assist the consultants in selecting a sample:

14. The selected contracts for review should be representative of the overall procurement by size, nature, and complexity using the following categories/scenarios:

- (i) Procurement: works, goods and service contracts, supply and installation, etc.;
- (ii) Consulting services
- (iii) Complexity: simple, less complex and complex;
- (iv) Value: high, medium and low;
- (v) Critical items: for success of the program (less likely to be found under post review)
- (vi) Geographical spread: select each agency and procurement for different regions;
- (vii) Method of Procurement: ICB, NCB, Shopping (International and National), Direct contracting, etc.;
- (viii) Selection of consultants through competition (short list) or on a single source basis; selection criteria (with or without price as a factor);
- (ix) Contractor's Nationality: Awards to National and International firms;
- (x) Package/Slice: single and multiple lots;
- (xi) Price Adjustment: with and without application;
- (xii) Currency: single and multiple;
- (xiii) Protests/Claims: bidding and contract stages and how addressed;
- (xiv) Contract Modifications: with and without.

15. Distortions in the procurement process are frequently manifested in one or more of the situations listed below. If patterns are identified in a series of contracts which reflect any of the distortions, one or more of the contracts in the series should be selected for more detailed review in the review sample:

- (i) low participation of bidders and reduced competition;
- (ii) one or more bidders winning a disproportionate amount of contracts in a program over time;
- (iii) bid prices consistently over cost estimates and/or current market prices;
- (iv) significant number of changes from bid to contract award and to final completion; and
- (v) significant and recurring increases in the final contract price over the original bid price and/or the original contract price.

Sample Report Format and Checklist

FY 20xx Post Procurement Review Report for **XXXX Project**

Country:	Bangladesh
Program:	
Post Review Conducted By:	
Period Covered under Post Review:	
Project Procurement Risk:	
Implementing Agencies Covered under Post Review:	
Date of Report:	

E. Executive Summary

16. *Introduction:* Describe the background, team composition, approach used for post review, agreed threshold/procurement arrangements for the program, etc.

17. *Major findings:* This section would be useful for decision makers in the Ministry of Finance and MOE who do not have time to go through the details, should be displayed using bullet points and reference to specific contracts where more information can be obtained.

18. *Sampling Procedure Used:* Comment on the availability of contract data, percentage selected for review including the total amount of post-review contracts awarded, and whether the findings are representative of population.

Summary of the Total Contract Population by each Implementing Agency

Contract type	Goods			Works			Consulting Services			Total		
	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]
ICB												
NCB												
Shopping												
DC												
Force Account												
QCBS												
QBS												
LCS												
FBS												
CQS												
SSS Firm												
SSS Individual												
TOTAL												

Source: Asian Development Bank.

Summary of the Contracts Reviewed:

Contract Type	Goods			Works			Consulting Services			Total		
	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]	No.	Value [in BDT]	Value [in USD]
ICB												
NCB												
Shopping												
DC												
Force Account												
QCBS												
QBS												
LCS												
FBS												
CQS												
SSS Firm												
SSS Individual												
TOTAL												

Source: Asian Development Bank.

Summary of the IA Reviewed:

Name of IA	Goods			Works			Consulting Services			Total		
	No.	Value [BDT]	Value [USD]	No.	Value [BDT]	Value [USD]	No.	Value [BDT]	Value [USD]	No.	Value [BDT]	Value [USD]
Total												

Source: Asian Development Bank.

19. *Findings on the Implementing Agency Capacity, Performance and Other Systemic Issues:* Comment based on the review of contracts. Give an overall assessment as well as separate section for each Project Implementation Unit reviewed.

Findings of Physical Inspections:

Category	No. of Physical Inspections					
	ICB	NCB	IS	NS	SS	Total
Works						
Goods						
Services						
Consulting firms						
Individual consultants						
Total						

Source: Asian Development Bank.

20. Action Taken by the implementing agencies on the Findings of the Previous Review: Comment on any improvements, delays or inaction.

21. *Indicators of fraud and corruption* (when F&C is suspected, copies of **any and all** related documentation should be attached to the report including copies of the losing bids). *Recommendations and Proposed Actions for ADB and/or Borrower:* Also include whether the implementing agency suggested any corrective action to be taken during the post review process.

IFR FORMAT

SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM
(UN)AUDITED FINANCIAL STATEMENTS FOR THE QUARTER ENDED XX / XX/ 20XX
SOURCES AND USES OF FUNDS

in Thousand Taka

	Notes	For three months ended on 30 September 20xx	For three months ended on 31 December 20xx	For three months ended on 31 March 20xx	For three months ended on 30 June 20xx	Cumulative to date
		A	B	A+B=C	D	C+D=E
<u>Sources of Funds</u>	-	-				
Government of Bangladesh**	Note 4					
Asian Development Bank	Note 5	-				
Other Donors	Note 6	-				
Total Receipts						
<u>Uses of Funds</u>	-	-				
<i>Non-Development Expenditures</i>	Note 7					
4500 Pay of Officers						
4600 Pay of Establishment						
4700 Allowances						
4800 Supplies and service						
4900 Repairs & Maintenance						
5900 Grants in Aid						
6700 Revenue General (Contingencies)						
6800 Capital Expenditure						
7000 Civil Works						
7900 Customs Duty and VAT						
Total Non-development Expenditures						
<i>Development Expenditures***</i>	Note 8					

Enhanced Quality and Relevance of Secondary Education						
More Equitable Access and Better Retention						
Strengthened Secondary Education Management and Governance						
Total Development Expenditures						
Grand total of expenditures						
Grand total of expenditures in USD'000						
Balance: Surplus / (Deficit)						

Conversion Rate: USD \$ 1= BDT xxx as of 30 June 20xx

* The information on this page is to be provided by the Director Finance, DPE using IBAS generated information.

** Balancing figure

*** This includes all development expenditures in the SESIP, excluding parallel funding and existing projects under stand-alone funding arrangements (i.e., existing discrete projects).

The annexed notes 1 to 10 form an integral part of these financial statements.

Prepared By:

Director Finance, DSHE

Endorsed By:

CAO, MOE

Approved By:

MOE

SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM
UNAUDITED FINANCIAL STATEMENTS FOR THE QUARTER ENDED XX /XX/ 20XX
STATEMENT OF BUDGET VS ACTUAL*

[illegible]

7000 Civil Works												
7900 Customs Duty and VAT												
Total Non-development Expenditures												
Development Expenditures												
Enhanced Quality and Relevance of Secondary Education												
More Equitable Access and Better Retention												
Strengthened Secondary Education Management and Governance												
Total Development Expenditures												
Grand total of expenditures												
Grand total of expenditures in USD												

** The information on this page is to be provided by the Director Finance, DPE using IBAS generated information.

Prepared By:
Director Finance, DSHE

Endorsed By:
CAO, MOE

Approved By:
MOE

The annexed notes 1 to 10 form an integral

part of these financial statements.

SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM

NOTES TO THE FINANCIAL STATEMENTS FOR THE QUARTER ENDED [YEAR END DATE]

1. Project Nature and Activities

- 1.1 *Description of the Project, the nature of activities, commencement and expected completion dates. Mention location, domicile, legal form, controlling IA/ EA, brief nature of the project outputs. Explain what MOE activities are consolidated within these financial statements and which are excluded*
- 1.2 Give legislative framework

2. STATEMENT OF COMPLIANCE

These financial statements have been prepared in accordance with approved accounting standards, as applicable in Bangladesh. This refers to the cash basis of accounting applied with due regard to the General Financial Rules and similar financial rules and codes as are in effect and applicable to the operations of the Project.

3. SIGNIFICANT ACCOUNTING POLICIES

3.1 Basis of measurement

Financial statements have been prepared under the historical cost convention and on cash basis of accounting

3.2 Changes in Accounting policies

Describe changes in accounting policy, if any

3.3 Fund Flow mechanism

Explain the fund flow mechanism, particularly the fact that payments are controlled by the CGA

3.4 Advances and other receivables

Describe treatment of advances against expenditures

3.5 Cash and cash equivalents

Cash equivalents comprise [define components of cash]. Explain if the entity controls unspent advances, only petty cash, or has a nil balance , as applicable

3.6 Accrued and other liabilities

Disclose any major liabilities which have not been accrued under the cash basis policy

3.7 Income

- i) Describe nature of different types of income and how they are recognized.
- ii) Gain / (loss) on the sale of operating fixed assets is recognized in the period in which disposal is made.
- iii) Free of cost office space, electricity and certain other services provided by {insert name} are not valued and accordingly, are not

recognized in these financial statements as income of the Project.

3.8 Foreign currency transactions and translation

(a) Functional and presentation currency

Items included in the financial statements of the Project are measured using the currency of the primary economic environment in which the entity operates (the functional currency), which is the Bangladesh Taka .

(b) Transactions and balances

Foreign currency transactions are translated into functional currency using the exchange rate prevailing at the date of the transaction. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognized in the income and expenditure account. Conversion Rate: USD \$ 1= INR ___ as of 30 June 20__

3.9 Allocation of Common Costs

Describe how common costs are allocated to different output/ activities

4. Government of Bangladesh Funding

4.1 *Explain role of government in funding development and non development expenditure for secondary education*

5. Asian Development Bank

5.1 *Give details about ADB's loan, including date of effectiveness, interest rates and commitment fee rates chargeable, main terms and conditions, repayment terms and period, any undrawn balances, and restrictions, disbursement method and disbursement schedule. If interest expense is borne by the Central government, explain this. Specify the nature of the sector funding, the linkage to DLI's, and the eligible Program Budget Heads for ADB financing. Specifically mention if any Direct Payments have been made by ADB.*

6. Other Donor Funding

6.1 *Give details for other donor funding to SESIP*

Secondary Education Sector Investment Program

Explanatory Notes to the Financial Statements

FOR THE QUARTER ENDED XXXXX

7. Non - Development Expenditures

Non Development Expenditure of the Government towards the Secondary Education Sector includes recurring expenses of the Ministry of Education, Department of Secondary and Higher Education with respect to their activities for secondary education only. Break-up of this cost is given below. Since these are common costs of the MOE and DSHE , these have not been allocated to the Program Output Components

Code .No	Description	For three months ended on 30 September 20xx	For three months ended on 31 December 20xx	For three months ended on 31 March 20xx	For three months ended on 30 June 20xx	Cumulative current financial year	Cumulative to date
		Takas '000	Takas '000	Takas '000	Takas '000	Takas '000	Takas '000
Note 7.1	4500 Pay of Officers						
2501	Secretariat						
2531	Directorate of Secondary and Higher Education						
2534	Upazila Secondary Education Office						
2535	Teachers Training Colleges						
2536	Government Secondary Schools						
Total							
Note 7.2	4600 Pay of Establishment						
2501	Secretariat						
2531	Directorate of Secondary and Higher Education						
2534	Upazila Secondary Education Office						
2535	Teachers Training Colleges						
2536	Government Secondary Schools						
Total							
Note 7.3	4700 Allowances						
2501	Secretariat						
2531	Directorate of Secondary and Higher Education						
2534	Upazila Secondary Education Office						
2535	Teachers Training Colleges						
2536	Government Secondary Schools						
Total							
Note 7.4	5900 Grants in Aid						

2540 Non- Government Education
Institution

Total

Grand Total=

Prepared

By:

Director Finance, DSHE

**Secondary Education Sector Investment Program
Explanatory Notes to the Financial Statements
FOR THE YEAR ENDED [YEAR END DATE]**

8. Development Expenditures

Development Expenditure of the Government towards the Secondary Education Sector includes non-recurring expenses of the Ministry of Education, Department of Secondary and Higher Education with respect to their development and discretionary activities for secondary education only. Break-up of this cost is given below separately for component and sub-component wise expenditure, and component and program budget head wise

	-	<u>Operational</u> <u>/ Econ</u> <u>Code</u>		For three months ended on 31 December 2011	For three months ended on 31 March 2012	For three months ended on 30 June 2012	Cumulative for the financial year	Cumulative to date
			Development Expenditure by Program Output and by Program Budget Heads					
				Takas '000	Takas '000	Takas '000	Takas '000	Takas '000
	8.1		Enhanced Quality and Relevance of Secondary Education					
	8.1.1		Expenditure in Sub-Components					
		Xxx	Improved Quality and Relevance of Curriculum					
		Xxx	Strengthened Teachers Capacity					

	Xxx	Improved Classroom Assessment Procedures and National Board					
	Xxx	Enhanced Use of ICT for Pedagogy					
	Xxx	Improved Labor Market Links					
	Xxx	Teacher Education & Development					
		Sub-total					
8.1.2		Expenditure by Program Budget Heads					
	4500	Pay of Officers					
	4600	Pay of Establishment					
	4700	Allowances					
	4800	Supplies and Services					
	4900	Repairs & Maintenance					
	5900	Grant in Aid					
	6700	Contingencies					
	6800	Capital Expenditure					
	7000	Construction in Works					
	7900	Custom Duties and Vat					
		Sub-total					
8.2		More Equitable Access and Better Retention					
8.2.1		Expenditure in Sub-Components					
	xxx	School Infrastructure Improved					
	xxx	Access and Retention Improved					
		Sub-total					
8.2.2		Expenditure by Program Budget Heads					
	4500	Pay of Officers					
	4600	Pay of Establishment					
	4700	Allowances					
	4800	Supplies and Services					
	4900	Repairs & Maintenance					

	5900	Grant in Aid					
	6700	Contingencies					
	6800	Capital Expenditure					
	7000	Construction in Works					
	7900	Custom Duties and Vat					
		Sub-total					
8.3		Strengthened Secondary Education Management and Governance					
8.3.1		Expenditure in Sub-Components					
	xxx	Strengthened Decentralized Education Management					
	xxx	Strengthened Information Management					
	xxx	Improved Teachers Management					
	xxx	Effective Planning, Management and Coordinations					
	xxx	Strengthening Monitoring, Evaluation and Reporting					
		Sub-total					
8.3.2		Expenditure by Program Budget Heads					
	4500	Pay of Officers					
	4600	Pay of Establishment					
	4700	Allowances					
	4800	Supplies and Services					
	4900	Repairs & Maintenance					
	5900	Grant in Aid					
	6700	Contingencies					
	6800	Capital Expenditure					
	7000	Construction in Works					
	7900	Custom Duties and Vat					
		Sub-total					

		Total of all Components/Sub-Components					

Secondary Education Sector Investment Program
REPORT ON COMPLIANCE WITH CGA SERVICE TARGETS FOR PROCESSING OF PAYMENTS

Report of Bill Processing Time (Summary)

Name of the Pay point: CAO/DAO XXXXXXXXX

Ministry of Education

Fiscal Year: 9999-99

From Date: 99-99-9999 To 99-99-9999

Report Date: 99-99-9999

[illegible]

Secondary Education Sector Investment Program
Summary Information of Advance and Adjustment by Activity
As of [quarter end]

Summary Information of Advance and Adjustment by Activity

Operational Code	Activity/Component	Quarterly Advance	Quarterly Adjustment	Quarterly Balance	Yearly Advance	Yearly Adjustment	Yearly Balance	Amount of Recovery through Treasury challan
8101								
8104								
8105								
8106								
8205								
8302								
8303								
8307								
8308								
8401								
8402								
8405								
	Total							
	Amount in Thousand							

Secondary Education Sector Investment Program
Reconciliation of Development Partners Disbursement for SESIP
As of 30 June 20xx

SL No	Development Partner	Date	Currency	Disbursed Amount	Exchange Rate	Amount in BDT credited to Consolidated Fund
A	DPs Accumulated disbursement as of xx, xx 2012 (beginning of quarter					
-	-	-	-	-	-	-
B	Receipts of DPs Contribution during 3 months					-
1	Name of donor					
2	Name of donor					
-	Total Receipts of DPs Contribution during 3 months					
C	Total cash received as of 30 June 2012 (C=A+B)					
SL No	ADB	Date	Currency	Disbursed Amount	Exchange Rate	Amount in BDT credited to Consolidated Fund
1	Disbursement					
2	Disbursement					
3	Disbursement					
4	Disbursement					
5	Disbursement					
Total as of 30 June 20xx						

Amount in
Thousand

Secondary Education Sector Investment Program
REPORT ON RECONCILIATION BETWEEN IBAS REPORTS
AND COST CENTRES (DDOs)

Report of DDO Reconciliation
CAO Secondary and Higher Education
Fiscal Year: 9999-99
Month: XXXXXXXXX
Report Date: 99-99-9999
Name of the Pay point: DAO XXXXXXXX

**Summary report of DDO/AO reconciliation for <month>/<year>
for reconciliation of non-development and development
expenditure statements under functional code 24**

Total number of Accounting offices registered in IBAS	Total number of Accounting offices captured by reconciliation report	Number of DDOs for Accounting offices captured by reconciliation report	Of which Number of DDO accounts reconciled

**Format for detailed report to be produced on request for purpose of
Quarterly Fiduciary Review**

**Report on DDO/AO reconciliation for <month>/<year> for
reconciliation of non-development and development expenditure
statements under functional code 24 by Accounting office.**

Name of accounting Office	Total Number of DDOs	Number of DDO accounts reconciled	Number of DDO accounts not reconciled
CAO ME			
DAO			
DAO			
DAO ...			

SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM
Expenditures for Contracts Subject to Prior Review*
For the [insert quarter end]

Contract No.	Supplier/ Contractor	Contract Date	Contract Amount	Date of ADB's Non Objection to Contract	Amount Paid to Supplier/Contractor During Period	Cumulative Amount paid to Supplier/Contractor
Total						

* The information on this page is to be provided by the Director Finance, DSHE using information from DSHE data and CGA information.

Note:

No Contracts subject to Prior Review has been awarded as of 30 June 2012.

SESIP STATEMENT OF AUDIT NEEDS

A. Background

1. The sector program that the Government of Bangladesh (GOB) and Asian Development Bank (ADB) are jointly financing is major public expenditure on the secondary education sector. GOB and donor funds will both be channeled through the government systems of budgetary allocations and accountability. This program relies heavily on government systems and therefore incorporates planning and monitoring of the contributions of GOB and development partners as well as institutional capacity building measures. With the implementation of the Integrated Budgeting and Accounting System (IBAS) up to all District Accounts Offices (DAOs) in Bangladesh, use of country financial management systems to identify program-related costs on almost real-time basis has become possible. This has already been implemented successfully in the Third Primary Education Development Program. The Secondary Education Sector Investment Program (SESIP) would also mainstream the program financial management with the government treasury systems and channel the donor funds through government consolidated fund.

B. Program Development Objectives

1. Audit Objective

2. (a) One audit report for SESIP. The key objective is to enable ADB to have an audit report where the auditor expresses a professional opinion on the Program Financial Statements (PFS) of the entire Secondary Education Sector as of June 30 each year. The auditor will review that the funds received from all sources and expenditures incurred during the reporting period were as per agreed terms and conditions. This will include expenditure under the development budget as well as the non-development budget to the extent that it relates to the activities of the Ministry of Education (MOE) and Directorate of Secondary and Higher Education (DSHE) supporting Secondary Education in Bangladesh. This will not reflect stand-alone discrete projects or activities supporting higher education. The Office of the Comptroller and Auditor General (CAG) shall determine which Directorate(s) within the CAG will perform the audit. (b) Audited financial statements in English are received within 9 months of the end of the fiscal year, and prepared in accordance with international audit and accounting best practices.

3. ADB reserves the right to commission supplementary audit, if CAG considers it unfeasible to satisfy specific donor audit needs as part of its constitutional statutory audit

2. Specific Needs

4. The audit is carried out in accordance with Bangladeshi Auditing Standards, which are based on International Standards on Auditing or International Organization of Supreme Audit Institutions Standards. Audit Opinion Template in accordance with the International Organization of Supreme Audit Institutions has been given as 'Annexure A' to this Statement of Audit Needs.

5. The audit would cover the entire program i.e. covering all sources and application of funds. The Financing Arrangement as currently agreed by ADB, does not include any Direct Project Aid i.e. no part of the program financing would be in the form of ADB making any program expenditure on behalf of the Recipient. In case this form of financing is agreed any time over the program duration, the Program Director shall provide all pertinent information to the Auditors including preservation and use of resources procured and its reflection in the books of accounts, so as to facilitate comprehensive audit coverage. The audits should be carried out annually for three/five

years from commencement of the program July 1, 2013. The audit for the first year should also cover transactions, which occurred before the commencement of the program (if any).

6. An assessment by the auditors of whether the program financial statements have been prepared, in accordance with Cash Basis International Public Sector Accounting Standards (IPSAS), and give a true and fair view of the financial performance of the program during the year. Any material deviations from IPSAS and the impact of such departures on the financial statements as presented would be required. A draft template for the financial statements shall be agreed with the Office of the Controller General of Accounts (CGA) and MOE, to ensure maximum compliance with Cash-Basis IPSAS. This is given as Annexure C to this Statement of Audit Needs. Accordingly, any amendments to the draft should be agreed with donors prior to sign off on the financial statements.

7. An assessment by the auditors of the adequacy of the financial management systems,¹ including internal controls to the extent necessary to provide an opinion on the financial statements; and

8. An assessment by the auditors of compliance with provisions of the financing agreement with ADB, especially those relating to accounting and financial matters. The assessment should also cover the overall compliance with the accounts code, the treasury rules, and general financial rules of GOB. This may inter alia include verification that:

- (i) All funds have been used in accordance with the conditions of the loan agreements, with due regard to economy and efficiency, and only for the purposes for which the funds were provided;
- (ii) The MOE was in compliance as at [insert date] with all financial covenants of the loan agreement;
- (iii) Expenditures charged to the eligible Program Budget Heads exceeds ADB funding contribution; and
- (iv) Interim Financial Reports (IFRs) used as the basis for withdrawing funds from Donors accurately reflect expenditures and activities on the program.

9. Template for the audit opinion on specific donor requirements has been given at Annexure B.

10. ADB would expect that the auditors should advise a calendar for discussion/review of audit observations (particularly the serious financial irregularities) through tri-partite meetings and review meetings to facilitate executive follow-up on audit observations and recommendations. Moreover, ADB would need a review of actions taken on the recommendations presented in the previous audit report on the progress made.

C. Program Financial Statements

11. The Program Annual Financial Reports (AFRs) to be prepared by MOE should include:

¹ The financial management system would include methods and records established to identify, assemble, analyze, classify, record and report on transactions and to maintain accountability for the related assets and liabilities.

- (i) Sources and Consolidated Uses of Funds showing the funds received and expended from development partners and GOB for Secondary Education Program.
- (ii) Statement of Budget Vs. Actual showing expenditure for the current year, for the prior year and cumulative year to date
- (iii) Detailed notes to the financial statements including significant accounting policies break down of development expenditure by program outputs, as well as economic activity and break down of non-development expenditure by economic activity.

12. Template for the Financial Statements has been given as Annexure C.

D. Management Letter

13. In addition to the audit report, ADB will require a separate letter focused on management audit in which the auditor has:

- (i) Given comments and observations on the notes to the accounts, accounting records, systems, and internal controls that were examined during the course of the audit;
- (ii) Identified specific deficiencies and areas of weakness in systems and internal controls and make recommendations for their improvement including GOB response to the identified deficiencies;
- (iii) Communicated matters that have come to attention during the audit which might have a significant impact on the implementation of the Program; and
- (iv) Brought to GOB and development partner attention on any other matters that the auditor considers pertinent.

Note that Serious Financial Issues, which affect the auditor's opinion as to whether the financial statements give a true and fair view, should be included in the audit opinion. Management Letter should include only Non Serious Financial Issues and Serious Financial Issues which do not affect the fairness of the financial statements.

E. Audit Reporting

14. The Audit Report and Management Letter should be submitted in English to ADB within 9 months after the end of each fiscal year. Copies of the Audit Report and Management Letter would be provided to MOE, who would disseminate audit report to ADB.

15. Audit Report should be restricted to:

- (i) Audit Cover Letter
- (ii) Information Regarding the Audit
- (iii) Audit Opinion on the financial statements
- (iv) Audit Opinion on Specific Donor Requirements
- (v) Attached Financial Statements
- (vi) Management Letter

F. General

16. The auditor should be given access to all legal documents, correspondences, and any other information associated with the commission and deemed necessary by the auditor.

Confirmation should also be obtained of amounts disbursed and outstanding with ADB and the government, etc.

17. The auditor may examine the semi-annual financial reports prepared during the years to assess the methods used to compile them to ascertain that the information on these reports accurately reflects the underlying records and documents to ensure that there no material misstatements. Template for quarterly financial statements and monitoring reports is given at Annexure D.

18. The auditor should also make follow-up of audit recommendations to their conclusion.

Note: This is a statement of audit needs of ADB and does not in any way intend to limit the scope of the audit.

**BAN SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM
OUTLINE OF CONSULTANTS FOR Tranche 1**

N = National consultants; I = International consultants

All Consultants located within the SPSU for service through the relevant DSHE directorates and MOE agencies

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		TOTAL	
	N	I	N	I	N	I	N	I	N	I
Results Area 3: Strengthened Secondary Education Management and Governance										
3.4. Effective Planning, Management and Coordination										
(i) International and national consultants, (International 1 pax x 36pm; National 1 pax x 40 pm over 4 yrs) i) prepare Annual Operations Plan and program monitoring framework based on SESIP PFR 1 DMF, results framework and GAP in collaboration with DSHE PDW, M&E, and co-implementing agencies that defines program work plan, assigns roles & responsibilities, and reporting arrangements. (ii) establish, coordinate, and monitor communication channels with co-implementing agencies for respective output responsibilities; (iii) assist in building and strengthening data analysis and reporting capacity within DSHE with the intent of full transfer of monitoring & reporting responsibility after four years, including preparation of the Annual Sector Performance Report; (iv) prepare quarterly DSHE Monitoring Report and semi-annual Program Implementation Status Report; (v) coordinate all monitoring & reporting, including procurement and financial within the MOE, DSHE, and co-implementing agencies; (vi) prepare annual procurement plan; (vii) assist and manage accounting officer to prepare quarterly Interim Unaudited Financial Reports from IBAS; (viii) prepare semi-annual DLI Achievement Report; (ix) assist DHSE, MOE and relevant policy makers to develop DSHE organizational restructuring plan and capacity development plan that includes establishment of the FPW; (x) assist in strengthening EMIS wing, and M&E wing for more timely, comprehensive, and reliable data gathering systems and processes; (xi) assist in formation of and provide assistance as needed to the new Stipend Wing under the DG, and EMIS and PPP cells in PDW; (xii) assist M&E unit to design and prepare training packages for strengthening field-based M&E staff; (xiii) support procurement capacity development including e-procurement; (xiv) act as Team Leader and Deputy Team Leader respectively; (xv) participate in ADB missions; (xvi) assist DSHE and MOE in preparing the Secondary Education Program Framework (xvi) assist the government (MOE and DSHE) to prepare the PFR 2 in undertaking required due diligence to be submitted to ADB.	10	10	10	10	10	10	10	06	40	36

Source: Asian Development Bank.

Program Management Consultants (QCBS)

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		TOTAL	
	N	I	N	I	N	I	N	I	N	I
Results Area 1: Enhanced Quality and Relevance of Secondary Education										
1.1 Improved Quality and Relevance of Curriculum										
(i) International consultant science curriculum: (1 pax x 26 pm over 04 years) to assist: (i) development of the National Curriculum Policy Framework (NCPF); (ii) preparations and implementation of agreed time-bound plans for formalization of a National Curriculum Development Unit (NCDU) within the NCTB; (iii) the development and training for personnel. (iv) review of existing secondary curriculum and texts; (v) development of plans and activity-based manual for introduction and support of practical science teaching programs and teacher training for Practical teaching in science in secondary schools and madrasah; (v) development of e-learning teachers materials and provide ongoing support for E-learning and associated activities, and (vi). development of a curriculum plan for MOE approval for Grade 6-12 (introduction tranche 2.) (vii) plan and supervise teacher training activities including development of manuals and subject teacher guide books for 60,000 teachers 3.) conduct technical due diligence for preparation of the Periodic Financing Request (PFR 2) in 2014		08		06		06		06		26
(ii) Senior national consultant: (1 pax x 36 pm over 04 years): to assist (i) the development of NCPF; (ii) curriculum and textbook review; (iii) training organization and monitoring; (iv) implementation of new 2012 curriculum; (v) assistance for development of plans for pilot of a practical activities-based science teaching program, and support development of E-learning modules and teachers materials to support ICT in education;; (vi) support for piloting of promoting math and science education for girls through campaigns and motivation; (vi) assistance for planning and ongoing implementation of curriculum training for 60,000 teachers (at least 25% female); (24,000 madrasah teachers per subject; 10% female); (vii) supervision of activities to strengthen activity-based teacher training in science, and (viii) initial planning for new curriculum review (tranche 2), (ix) assist to conduct technical due diligence of the PFR 2.	10		10		08		08		36	
(iii) Five national subject specialist consultants (Bangla, English, Bangladesh Global Studies: 3 px x 2p/m x 3 years; science, math: 2 px x 3p/m x 3 years in five core subjects to assist teacher upgrading needs, training and development, including teaching aids and materials development support for implementation of e-learning TT programs and ongoing curriculum and textbook review; writing of texts and training materials; development of specialist equipment lists, and assistance for development of Class Based Assessment (with Dhaka BISE) and assistance to NCTB and CDU. (see also 1.4 below)	12		12		12				36	

(iv) National consultant, gender and social development (1 pax x 4 pm x 4 years) for review of curriculum and textbooks; including review in terms of gender, social safeguards, indigenous persons, ethnic groups and inclusiveness of content; development of specialist training manuals and materials, including e-learning (see also 1.4 below), and preparation of gender policy for DSHE and recommendations for curriculum and textbook review and assistance to schools and SMCs for implementation and support. The consultant will also undertake social and poverty analysis and required due diligence in the areas of social and gender to prepare the SPRSS, resettlement framework (RP) and Gender Action Plan for PFR 2 in 2014	04		04		4		04		16	
(v) International consultant ICT education and e-learning (1 pax x 16 pm over 4 years) to provide: (i) assistance to the DSHE for planning and development of programs, instructional design, pedagogy and materials; ii) assistance for implementation and training of teachers; and (iii) assistance to national officers for the development of e-learning and participatory approaches in program design and implementation (iv) provide technical inputs information hub feasibility plan (v) And assist preparation of feasibility study, plans, and preliminary procurement requirements, for the establishment of information hubs in selected secondary schools and madrasah by June 2016 and provide assistance for supervision of all activities		04		04		04		04		16
(vi) National senior ICT education specialist consultant (1 pax x 40 pm over 4 years) for assistance for the development of program modalities, training programs, and systems for teacher support and ongoing implementation for the development and implementation of the plan for school information hubs (iv) prepare a feasibility study, plans, and preliminary procurement requirements, for the establishment of information hubs in selected secondary schools and madrasah by June 2016 and provide assistance for supervision of all activities	10		10		10		10		40	
Totals 1.1 (tranche 1):	36	12	36	10	34	10	22	10	128	42
1.2 Strengthened Teacher Capacity										
National and international teacher education policy specialist consultants , (National: 18 months over 3 years; international 10 months over 3 years), for review of (i)Teacher entry qualifications in teaching profession; (ii) teacher recruitment; (iii) review of the current effectiveness of teacher education and regulatory requirements; (iv) 3 step registration; (v) Recognition of prior learning; (vi) Drafting of a proposed Secondary Teacher Development Policy (STDP) to include teacher CPD requirement & career path development plan in collaboration with TQI II by mid-year 2 ; (vii) conduct of stakeholder review and modification as required , and , (viii) finalization of draft for presentation tranche 2 as basis for approvals for implementation tranche 3. (ix). National consultant will help policy approval in year 3.	06	04	06	04	06				18	10

Totals 1.2 (tranche 1):		06	05	06	05	06			18	10
1.3 Improved Classroom Assessment Procedures and National Examinations										
(i) Senior national consultant: (1 pax x 38pm in over 4 years) to assist (i) assist training of subject specialists across key subject areas for subject based inputs and continuous assessment in association with NCTB as required; (ii) planning and assistance for development of training programs, review of learning outcomes, manuals and materials; training of master trainers, and (iii) assistance to Dhaka BISE and other examination boards to prepare and conduct regular exam test item research & analysis. (iv) assist to develop training guide integrating classroom assessment, creative questions, psychology of learning, and assessment methodology (to include affective and psychomotor domains) Consultant located in BISE National Assessment Center		8		10		10		10	38	
(ii) International specialist consultant, examinations and assessment: (1 pax x 16 pm over 4 years).for (i) ongoing system development; (ii) assistance for staff development and upgrading, and improvement of the professional and technical capacity of the examination and assessment systems; (iii) development of systems for the regular review of BISE exams and analysis of outcomes;(iii) initiatives for staff development for improved technical expertise and (iv) assistance to Dhaka BISE and personnel of other examination boards to prepare and conduct regular exam test item research & analysis. (v) assist to develop training guide integrating classroom assessment, creative questions, psychology of learning, and assessment methodology (to include affective and psychomotor domains) Consultant located in BISE National Assessment Center			05		05		03		03	16
Totals 1.3 (tranche 1) :		8	06	10	06	10	03	10	03	38
1.4 Enhanced Use of ICT for Pedagogy										
See 1.1 (v) and (vi)										
Totals 1.4 (tranche 1):									0	
Results Area 2: More Equitable Access and Better Retention										
2.1 School Infrastructure Improved										
(i) Senior national consultant civil engineer (1 pax x 26 pm over 3 years) to (i) assist the government to develop national education construction policy guideline with minimum standard, (ii) prepare a 5 year prioritized infrastructure development plan, including provision for gender, disability and protection of environment; (ii) prepare guidelines for minimum construction standards; (iii) assist DSHE and EED to establish criteria for infrastructure priorities; (iv) develop and recommend 5 year prioritized development plan to MOE, and exercise overview supervision of development; (v) develop and implement review and verification systems for all infrastructure development, including assessment of		10		10		06		0	26	

environmental and social impacts, and (vi) preparation of regular quarterly status reports, (vii) to prepare full Terms of Reference for the development and conduct a externally commissioned study of prioritized schools and preparation of a justified list of top 100 for priority assistance, and (viii) feasibility study of DSHE building upgrading all the required environmental and resettlement due diligence will be prepared for the Government and ADB for preparation of PFR 2 in 2014.										
Totals 2.1 (tranche 1):	18		09		06		0		26	
2.2 Flexible Learning Pathways: preparation of a plan to develop NQF based on compulsory core subjects, Tranche 2 or 3										
2.3 Access and Retention Improved										
(i) National and international specialist social consultants (stipend) (1 international: 18 p/m over 4 years; & 1 national consultant: 27 p/m over 4 years): (i) Prepare TOR that are endorsed by the government and donor partners for independent review of existing stipend programs with the scope of the study including: a) stipend rates; b) targeting methods; c) disbursement procedures; d) monitoring mechanisms; e) impact of three stipend programs (SESDP, SEQAEP, GOB's stipend) recommendations to develop a more equitable and efficient stipend programs through modifications and harmonization through unified stipend rate, stipend targeting, data processing/administration (software), targeting methods, disbursement mechanism, and monitoring mechanism and to retain small ethnic minority people, particularly those linguistically and culturally marginalized, hoar people and coastal area people; (ii) assist stipend unit to continue pro-poor stipend program formerly under SESDP in 53 upazilas; (iii) assist stipend unit to communicate program modification recommendations from the study, and assist in preparing program plan for implementation of harmonization recommendations; (iv) to improve monitoring and reporting capacity of DSHE, the consultants develop a plan and approvals of MOE that defines roles and functions of: a) Planning and Development Wing; b) the proposed Finance and Procurement Wing; c) the integrated M & E Wing; and d) the proposed Stipend Wing (v) prepare stipend manual for harmonized program, including monitoring mechanism, and to disseminate to all schools and Madrasah; (vi) design and prepare materials for community awareness program including SMC, teachers, PTA to be organized by DEO in 64 districts; (vii) assist DSHE M&E in stipend-related inputs for DSHE capacity development plan; (viii) provide advice for harmonized stipend program implementation; (ix) design and implementation of review and preliminary impact assessment of harmonized stipend program with	3	3	6	03	09	06	09	06	27	18

comparison with initial stipend program review from 2013-14; (x) assist in DSHE Monitoring Report preparation as relates to stipend program;										
Totals 2.3 (tranche 1):	6	6	6	3	9	9	9	9	27	18
Results Area 3: Strengthened Secondary Education Management and Governance										
3.1 Strengthened Decentralized Education Management										
(i) Specialist national consultant (1 pax x 22 pm over 4 years), for (i) ongoing monitoring of Khulna decentralization of MPO, (ii) preparation of plans for development of upazila and Thana education offices, including determination of land availability and environment and safeguard clearances; (iii) approved manuals, guidelines and TOR developed for implementation of gender policies; (iv) assistance for school monitoring and mentoring. (v) The consultant assists to prepare MPO decentralization status report in Khulna zone that includes: a) MOE's circular specifying Zonal Deputy Director (DD) Office's authority to manage MPO; b) MPO transfer process by DD to teacher's account; and (c) Summary Bank Statement of MPO transfer from DD's to teachers' account	08		08		06				22	
Totals 3.1 (tranche 1):	08		8		6		0		22	
3.2 Strengthened Information Management										
National consultant for assistance to DSHE EMIS: (1 pax x10 pm x 4 years): (i) assist to prepare a policy guideline that defines the role of EMIS in secondary education planning, monitoring and evaluation and data related to quality standard; (ii) assist to collect data on Secondary Education Quality Standards and assists Planning and Development Wing to analyze collected data and prepare report; (iii) help to update EMIS data collection tools, and develop mechanism for data verification and data collection processing improvement, data analysis and timely reporting; (iv) prepare Education Institutions Statistical Report on Secondary school Quality Standard and Analytical Report based on Statistical Report (v) provide leadership and development of technical and support team; (vi) ongoing monitoring and improvement of system capacity and services and development of new modules; (vii) support for development and implementation of decentralized services, (viii) on-going development of protocols and systems for harmonization of operation between DSHE EMIS, BANBEIS, BISE and other agencies,	10		10		10		10		40	
Totals 3.2 (tranche 1):	10		10		10		10		40	
3.3 Improved Teacher Registration: see 1.2 above										
3.4. Effective Planning, Management and Coordination										
(i) National Senior Accounting and Audit (or PFM) specialist, (one pax for 48 months) to provide ongoing financial review and preparation of all financial reports and documentation.	10		12		12		12		46	

(ii) International PPP specialist (1 pax x 7 pm over 3 years) and national PPP specialist (1 pax x 18pm over 4 years), for (i) support and planning for the formation of a PPP cell for Bangladesh education; (ii) develop criteria for possible PPP initiatives; (iii) develop awareness, including amongst SMCs; (iv) establish modalities for cooperation, and (iv) review and prioritize potential initiatives and develop initial operational guidelines. (v) to work with NCTB science education specialists and national multi-media specialists to assist the PPP cell within the SPSU for development of a national awareness raising program for <i>Making Science Attractive</i> with finance through PPP links to public advertising. (Location: DSHE, SPS Unit and CDU, NCTB)	03	02	05	03	05	02	05		18	10
(iii) Senior national procurement consultant with extensive experience of official procurement systems, preferably in the education sector, to assist tender purchase including (i) development of procurement plans, (ii) specialist tender processes for IT and E-learning related activities including the proposed learning hubs, (iii) tender procedures for commissioned independent technical studies; and (iii) all monitoring and quality assurance for tender and procurement (1 pax 33pm over 4 years)	10		12		06		03		31	
Totals 3.4 (tranche 1):	23	2	29	3	23	2	20	0	95	10
3.5 Strengthened Monitoring, Evaluation and Reporting										
National and international monitoring and evaluation specialists: (National consultant x 40 pm; international x 14 pm over 4 years) to support (i) the Monitoring and Quality Assurance (MQA) unit, DSHE, SPSU and MOE planning; (ii) strengthened capacity for sector monitoring, evaluation and reporting; (iii) review of PBM, training needs, staffing and reporting;(iv) support to field staff for school monitoring and data verification; (v) development of regular monitoring systems for gender related activities; (vi) review of school quality standards; and (vii) assistance to prepare an institutional development plan for M&E.	10	05	10	03	10	03	10	03	40	14
Totals 3.5 (tranche 1):	10	05	10	03	10	03	10	03	40	14
	YEAR 1		YEAR 2		YEAR 3		YEAR 5		TOTAL	
	N	I	N	I	N	I	N	I	N	I
GRAND TOTAL									436	107

Sub result performance indicators: (i) All secondary schools are registered in improved national registration system; (ii) All upazila have education offices that are operational; (iii) Performance based Management System (PBM) introduced in all secondary schools including madrasahs, (iv) School Management Committees Including Madrasah institute management committee, principals, and head teachers regularly trained in all areas of school based management

Source: Asian Development Bank.

Environmental Assessment and Review Framework

September 2013

BAN: Secondary Education Sector Investment Program

Prepared by the Ministry of Education for the Asian Development Bank.

CURRENCY EQUIVALENTS

(as of 15 August 2013)

Currency unit	–	taka (Tk)
Tk1.00	=	\$0.01307
\$1.00	=	Tk76.5214

ABBREVIATIONS

ADB	–	Asian Development Bank
DDR	–	due diligence report
DOE	–	Department of Environment
DSHE	–	Directorate of Secondary and Higher Education
EARF	–	Environmental Assessment and Review Framework
ECC	–	environment clearance certificate
ECR	–	Environmental Conservation Rules
EED	–	Education Engineering Department
EIA	–	environmental impact assessment
EMP	–	environmental management plan
GOB	–	Government of Bangladesh
IEE	–	initial environment examination
PIU	–	Project Implementation Unit
REA	–	rapid environmental assessment
SESIP	–	Secondary Education Sector Investment Program
SPS	–	Safeguard Policy Statement
TOR	–	terms of reference

WEIGHTS AND MEASURES

dbA	–	decibels
m	–	meter
mg/l	–	milligrams per liter

{GLOSSARY}

Madrasah	Religious school or college for the study of the Islamic religion, though this may not be the only subject studied
Upazila	Sub-district; lowest administrative unit
Union Parishad	Union Council; lowest local government body in the rural areas

NOTE

- (i) The fiscal year (FY) of the Government of Bangladesh {and its agencies} ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2013 ends on 30 June 2013.

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Executive Summary

Secondary Education Sector Investment Program will support the implementation of key reforms envisaged in the National Education Policy (2010) in a phased manner. The program will support for upgrading the physical facilities and equipment of government secondary, upazila education offices, including school infrastructure development – construction and renovation of school buildings, including science labs, stack yards, and Madrasah Teaching Training Institute and upgrading Directorate of Secondary and Higher Education (DSHE) building. Support will include renovation of classrooms, libraries, laboratories, storage, and provision of furniture and teaching aids, where necessary.

This report on Environmental Assessment and Review Framework (EARF) of the program complies with the provisions of Asian Development Bank's (ADB) Safeguard Policy Statement (SPS) (2009). The EARF has been carried out to (i) ensure that the potential adverse environmental impacts are appropriately mitigated and (ii) present the environmental assessments for the program. The objectives and scope of this EARF are to (i) assess the existing environmental conditions of the program area; (ii) identify potential adverse environmental impacts from the proposed program construction; (iii) evaluate and determine the significance of the impacts; (iv) develop an environmental management plan (EMP) with detailing mitigation measures, monitoring activities, reporting requirements, institutional responsibilities, and cost estimates to address adverse environmental impacts; and (v) carry-out public consultations to document any issues/concerns and to ensure that such concerns are addressed in the program design.

The program is not expected to have significant or irreversible negative environmental impacts neither at the construction, nor at the operation phases. Impacts of the construction phase will be typical for all medium-scale rehabilitation/construction activities and limited to the program sites. Impacts of the operation phase will be typical for small civil works. The program anticipated environmental impacts, although very limited, may include drainage congestion/water logging, dust pollution, noise pollution, occupational health hazards due to improper management of construction materials and solid and hazardous waste from civil works and school labs, risk from poor sanitation system, improper lighting, and ventilation system in schools, etc. Due to the vulnerable geographic location of some schools, there may be some risks which may include arsenic, salinity, and iron contamination in drinking water, natural disaster (earthquake), and extreme climate events (heat wave, cyclone, storm surge, etc.). These impacts are not program-related; rather they are geographical location-related and site specific. Program-related environmental impact could be minimized by adopting appropriate mitigation measures. However, the impacts on natural disasters and other extreme climate events could be reduced by adopting appropriate preparedness and precautionary measure which may include organizing training programs for patients and health care personnel, on disaster/earthquake preparedness, climate adaptation and disaster risk reduction, health safety measures, and environmental awareness, etc. This EARF is thus prepared to establish the mechanism to determine and assess future potential environmental impacts of civil works that are to be identified and cleared based on a participatory demand-driven process and to set out required mitigation, monitoring, and institutional measures to be taken during implementation and operation to eliminate adverse environmental impacts or to reduce them to acceptable limits.

Considering that the program is expected to have limited and minimum adverse environmental impacts, the program is categorized as “B” for environment. There will be

construction of some new school buildings in existing premises. Some of the upazila education offices will also be in existing premises and the nature of the construction will be quite simple and straight forward so there will be no major adverse impacts on environment. An initial environment examination (IEE) will therefore be required, although environmental implications will be reviewed and required mitigation measure will be adopted and reported semi-annually. The program, based on needs assessment and agreed criteria, will support construction of new school buildings, upazila education offices, renovation, repair and maintenance of existing building, provision of safe drinking water, proper ventilation and lighting in the building, adequate sanitation, and drainage facilities. Additionally, program components/"subprojects" may have very minor environmental impacts if not properly designed, executed, and mitigation measures not implemented. The environment assessment will be carried out to ensure that the potential adverse environmental impacts are appropriately addressed in line with ADB's SPS (2009), Environmental Policy (2002), and Environmental Assessment Guidelines (2003). Most of the project impacts would be localized due to the relatively small-scale activities and could be addressed with proper mitigation measures and good housekeeping practices.

Based on the information obtained from the environmental screening/assessment, a site-specific EMP will be prepared and implemented. The monitoring activities of the Education Engineering Department (EED) will include verifying compliance with the EMP implementation. The EED, through its project monitoring unit, is responsible to implement the overall EMP. However, during the construction stage, the contractors are responsible to mitigate all environmental impacts related with the construction activities. In this context, the EMP has been included into the bidding documents of all the construction packages so that it serves as a condition of contract for adopting the Environmental Code of Practices by the prospective contractor(s). The implementation of the EMP and/or Environmental Code of Practices by the contractor(s) is to be supervised by Construction Supervision Consultant in close consultation with the project implementation unit of EED. The Planning Cell of EED will be responsible for design, construction, and maintenance of the infrastructure of the program. The program proponent will deploy a focal person for environment who will lead the environmental activities and implementation of the EMP. Selected staff of the EED will also be assigned as environmental focal points. The Assistant Engineer at Regional Office will carry out environmental screening of all "subprojects" and prepare an EMP for each project activities or "subproject". The Executive Engineer will review the screening report and EMP through field visits. If an IEE is required, it will be the responsibility of the Executive Engineer of EED. The Monitoring Officer deployed by this project will be responsible for supervision and monitoring of environmental mitigation activities. Approximately a total of Tk628,0000 (Sixty Two Lac and Eighty Thousand Taka) may be required for environment management cost for the program. Training on environmental management and relevant matters is proposed to strengthen at all levels of the implementing agency including DSHE, EED, and the project implementation unit. The suggested training programs include: (i) training on environmental safeguards and compliances; (ii) orientation on environmental planning and management of school and school-facilities; and (iii) mechanisms for coordination and for accessing specific environmental services e.g. water-quality testing, climate resilient school building construction, etc.

The Program Director will ensure to conduct meaningful public consultation with affected people and concerned stakeholders, including civil society and facilitate their informed participation. This EARF and proposed IEE (including EMP) will be disclosed to the public according to ADB's SPS and with required arrangement. The finalized EARF will be disclosed by the DSHE on their website for public comments within 30 days of notice published in 2 daily national newspapers (one in English and summary of EARF in Bangla). DSHE will establish a

procedure to answer queries related to any complains in school in regards to additional physical infrastructure, renovation, and/or new construction.

I. INTRODUCTION

A. Program Description

1. Secondary Education Sector Investment Program (SESIP) will support secondary education in Bangladesh over 10 years, using a multitranche financing facility (2013–2022). The program will support implementation of key reforms envisaged in the National Education Policy (2010) in a phased manner. The program will also adopt a sector-wide approach that supports a government-led common secondary education program framework with enhanced harmonization of Asian Development Bank (ADB) and other development partner's assistance.

B. Physical Infrastructure Development in Secondary Education Sector Investment Program

2. Based on needs assessment and agreed criteria, the program will support construction of school buildings and repair and maintenance of existing schools and stack yards in the school premises. Facilities will support enhanced use of information and communication technology for pedagogy, and include construction/renovation for school information hubs, construction of upazila education offices, and provision of safe drinking water, sanitation, and drainage facilities. Major infrastructure of the program is school buildings which will be built on already acquired areas and there is no such structure on ecologically sensitive areas or any of nature reserve. Planning and design section of Education Engineering Department (EED) is responsible for environmental issues of the program

C. Purpose of the Environmental Assessment and Review Framework

3. The Directorate of Secondary and Higher Education (DSHE), in consultation with relevant stakeholders, has prepared this Environmental Assessment and Review Framework (EARF) to support the implementing agency, EED, to deal with potential environmental issues that may arise during implementation of the various civil works like strengthened decentralized education management – construction of around 500 upazila education offices and other subprojects. The purpose of this EARF is to ensure that the infrastructure, both in terms of needs and quality at neither secondary schools, nor the environment, is compromised through the program intervention. The specific objectives of EARF is to specify appropriate roles and responsibilities to carryout environmental screening, mitigation measure, monitoring and reporting related to implementation of subprojects, and to avoid or minimize potential adverse environmental impacts and enhance environmental outcomes of the activities implemented under subprojects.

4. The EARF is to guide the environmental assessment activities of future subprojects since details of scope of works and locations of civil works are not known at this stage. Civil works: In particular, upgrading school facilities will be determined in accordance with the 5-year school infrastructure development prioritization plan and its verification of prioritization (to be developed under the Tranche 1). Also, minimum service standard of school facilities will be set by the government under the Tranche 1. Sample subprojects are not identified at this stage. EARF provides general policies, guidelines, and procedures to be integrated into the implementation of all infrastructures under the program. In preparing this document, relevant environmental safeguard practices, compliance, and past experience in the sector were reviewed. The review also included consultations with the associated stakeholders, qualitative and quantitative assessments of environmental safeguard compliance processes in the DSHE, capacity assessment of the implementing agency EED, and information on the capacity of their

field level staff. The EARF is intended to be used as a practical tool during school infrastructure planning, design, implementation, and monitoring. The framework describes the steps involved in identifying and mitigating the potential adverse environmental impacts from infrastructure implementation activities, and other extreme climatic events. EARF ensures protection of health and hygiene of students, environmental sustainability, and welfare of affected stakeholders. The EARF outlines environmental screening procedures, assessment methodologies, environmental management (mitigation, monitoring, and documentation), and reporting for the components of the program; and to specify institutional structure and mechanism to carryout compliance to environmental management plan.

II. ASSESSMENT OF LEGAL FRAMEWORK AND INSTITUTIONAL CAPACITY

A. Review of National Environmental Policies and Legal Framework of Bangladesh

5. The national policies and legal framework for environmental safeguard requirements relevant to the program in Bangladesh were described in the Bangladesh Country Environmental Assessment 2012¹ and many of the similar EARF documents of the projects in Bangladesh is available in ADB's website² and hence it is not further described in this section. The implementation of the program-related infrastructural works and the other subproject will be governed by ADB's Safeguard Policy Statement (SPS, 2009) and the environmental laws, policies, and regulations of the Government of Bangladesh (GOB).

B. Safeguard Requirements of the Government of Bangladesh

6. A wide range of policies, laws, and regulations related to environmental issues are in place in Bangladesh. Many of these are cross-sectoral and several of them are directly related to environmental issues. The GOB laws, regulations, and standards for environmental assessment were summarized in several EARF documents of various ADB projects and are available in the ADB website.³ The main provisions for environmental protection and pollution control in Bangladesh are contained in the Environmental Conservation Act (1995) and Environmental Conservation Rules (ECR, 1997). Under the ECR, projects are classified as 'Green', 'Orange A', 'Orange B', and 'Red' to determine the level of environmental assessment required. The category of proposed program is "B' for ADB and category 'Orange B' for GOB" because the program does not have any significant adverse impact on environment. 'Category-B' programs are considered to have relatively minimum environmental impact; hence, initial environmental examination (IEE) along with environment management plan (EMP) is required to be carried out. An environment clearance certificate (ECC) from the Department of Environment (DOE) is adequate for this program. 'Orange Category' projects fall into two categories. 'Orange A' projects are required to submit general information, feasibility report, process flow diagram, and schematic diagrams of waste treatment facilities along with their application for obtaining ECC. 'Orange B' projects are required to submit an IEE report, along with their application and the information and papers specified for 'Orange B' projects. 'Red Category' projects are those which may cause 'significant adverse' environmental impacts and are, therefore, required to submit an Environmental Impact Assessment (EIA) report. It should be noted that they may obtain an initial site clearance on the basis of an IEE report, and subsequently submit an EIA report for obtaining an ECC along with other necessary papers, such as feasibility study reports and no objections from local authorities. The DOE has recently

¹ People's Republic of Bangladesh. 2012. *Country Environmental Analysis*. Manila: ADB.

² http://www.adb.org/Projects/reports.asp?docType=EARF&ctry_id=&subj_id=&keyword=&pg=1.

³ <http://www.adb.org/projects/documents/search/48306>.

developed simplified IEE and EMP checklists in order to simplify the preparation of conventional and voluminous IEE and EMP reports that contain irrelevant and unnecessary information. As per ECR 1997, all existing and new industries and projects in 'Orange B' and 'Red' category require an EMP to be prepared (after conducting an IEE or EIA) and submitted along with other necessary papers while applying for an ECC.

7. Construction of multi-storied buildings is considered as 'Orange B' category in ECR 1997. However, there is no fixed definition of a multi-storied building. In practice, a building of more than 10 stories within Dhaka City (as per building construction rules of RAJUK) and a building of more than 6 stories outside of Dhaka city will be considered as 'Orange B' category. It is expected that the primary schools outside of Dhaka will not be more than 6 stories and as such, no environmental clearance will be required. If a new construction of more than 6 stories is considered, IEE and EMP would be required to get the environmental clearance from DOE as per ECR 1997. In addition, the EARF would need to be submitted to the DOE for their review and concurrence.

8. In addition to the ECR, there are a number of other policies, plans, and strategies which deal with the water sector, agricultural development, natural resource management, coastal area, protected area, disaster management, and climate change. These are the National Water Policy (1999), Forest Act (1927) (last modified 30th April 2000), National Forest Policy (1994), National Conservation Strategy (1992), National Environmental Management Action Plan (1995), National Policy for Safe Water Supply and Sanitation (1998), National Policy for Arsenic Mitigation (2004), National Sanitation Strategy (2005), Coastal Zone Policy (2005), National Food Policy (2006), Coastal Development Strategy (2006), National Agricultural Policy (1999), National Fisheries Policy (1996), National Livestock Development Policy (2007), Standing Orders on Disaster (1999) (revised in 2010), National Adaptation Program of Action (2005) (revised in 2009), Bangladesh Capacity Development Action Plan for Sustainable Environmental Governance (2007), Bangladesh Climate Change Strategy and Action Plan (2009), National Plan for Disaster Management (2010–2015), Solid Waste Management Rules (2010), Noise Pollution (Control) Rules (2006), etc. The Bangladesh National Building Code (2006) and Bangladesh Labor Act (2006) are also important with regards to the occupational health and safety of workers and laborers to be involved in the project's infrastructure development. Aside from these, the Cabinet has approved 'Environment Court Bill 2010' and Bangladesh Wildlife (Preservation) Bill 2010.

9. The National Building Code (2006) and National Labor Act (2006) have defined certain measures to ensure proper safety and work environment as well as the compensation measures to the laborers. By national law, in order to be compensated, contractors must follow and comply with these safety provisions and compensation arrangements. The implementing agency must ensure that the appropriate occupational health and safety provisions have been included in the bidding documents and are being implemented by contractor. Many primary schools in disaster prone areas are also used as cyclone/disaster shelters for the community. If the school will be considered as a shelter, the concerned District Committee should be consulted about its location, gender consideration, and other information. As per the Safe Drinking Water Supply and Sanitation Policy (1998), provision for arsenic, salinity and iron safe drinking water, and adequate sanitation facilities will have to be ensured for schools. The water quality needs to be monitored periodically to ensure that the supplied water is safe for drinking.

C. Safeguard Requirements of the Asian Development Bank

10. All projects funded by ADB must comply with ADB's SPS (2009) and Operational Manual F1 (2010). The purpose of the SPS is to establish an environmental review process to ensure that projects undertaken as part of programs funded under ADB's loans are environmentally sustainable and sound, are designed to operate in compliance with applicable regulatory requirements, and are not likely to cause significant environmental, health, or safety hazards.

11. ADB's SPS include operational policies that seek to avoid, minimize, or mitigate adverse environmental and social impacts, including protecting the rights of those likely to be affected or marginalized by the development process. For 'Category A' project, an EIA including an EMP is required. For 'Category B', an IEE, including an EMP, is required and for 'Category C', an EIA or IEE is not required, although environmental implications need to be reviewed through preparation of a due diligence report (DDR).

12. The proposed program has been categorized as 'Category B' from an environmental point of view and an IEE, along with EMP, are required to be prepared and disclosed. The assessment will be carried out to ensure that the potential adverse environmental impacts are appropriately addressed in line with ADB's SPS (2009). This IEE of the program would be prepared to meet the requirements of ADB and DOE for environmental safeguards compliances.

D. Review of Institutional Capacity of Executing and Implementing Agency

13. There is no dedicated environmental focal point in the implementing agency of DSHE. The program is mainly responsible for planning, designing, and construction of civil works. The Assistant or Sub-Assistant Engineer of the EED will be generally assigned environmental tasks in addition to his technical responsibilities. Basic knowledge on environmental safeguard is also inadequate among the engineers in the EED. There is no institutional setup, position, or assigned personnel looking after environmental safeguards issue. An environment unit shall be established at the central office of the Planning Cell of the EED under the Ministry of Education. An environmental focal person from the Directorate shall be appointed who shall lead the safeguard desk. The environmental focal person shall cover environmental safeguard issues, including mainstreaming of environmental best practices, coordinating environmental management activities in school programs, and facilitating capacity building activities of central and local level stakeholders. He will also be responsible for planning, assessment, and implementation of EMP, and monitoring and reporting of environmental safeguards activities in the project. The focal person will coordinate with the DSHE during EMP implementation. Central, regional, district and field level orientation, and capacity development projects in ensuring environmental safeguards shall be designed in the program.

III. GENERAL PRINCIPLES FOR ENVIRONMENTAL ASSESSMENT AND REVIEW FRAMEWORK

14. Specific "subprojects". It is recommended that a set of environmental principles for the design and construction or renovation of small civil works be agreed upon in the EARF and the details to be described in the Operational Manual to be prepared by EED after approval of the Education Institution Construction Policy Guideline with minimum standard in 2014. The EED under the DSHE will follow a set of principles in implementing the

infrastructures under this program to ensure environmental sustainability of the project. The general principles of the environmental management in the SESIP will be as mentioned below.

A. General Principles

15. Specific “subprojects” are not known in advance and this EARF is prepared to guide the executing and implementing agency to assess the environmental impacts of future ‘subprojects’ of this program. The program will follow a set of principles in implementing the infrastructures to ensure environmental sustainability of the project. The general principles of the environmental management in the EED will be as mentioned below:

- (i) The Program Director or his assigned official at the EED will be responsible for overall environmental compliance.
- (ii) The Assistant Engineer of EED will be responsible for subproject specific environmental compliance and relevant reporting in EED screening/assessment in order to prevent adverse environmental impacts and other climate and disaster-related risks.
- (iii) The Program Director, in consultation with DOE, will finalize the EMP. ADB will approve the total amount required for implementation of prioritized subproject activities. Concepts of subproject includes provision of safe drinking water in salinity intrusion, arsenic, or iron removal plants, waste management, improved sanitation facilities, provision for solar energy, school plantation and gardening, disaster preparedness program, etc. Implementation of these types of subproject activities will promote environmental sustainability and build environmental awareness among students and teachers.
- (iv) All the subprojects to be funded under the program shall be subject to environmental clearance from the DOE.
- (v) Child-friendly, (well-lighted and proper-ventilated) aesthetically pleasing school shall be promoted.
- (vi) Provision for adequate sanitation facilities shall be developed for the teachers and students with regular cleaning and routine maintenance. The toilets for girls and boys shall be separate with privacy and water facility.
- (vii) The designs should avoid or minimize the need for resettlement of population, as well as the impact on green and recreational areas and buildings of historical or architectural value. If above impacts are unavoidable, resettlement plans, mitigation, and compensatory measures will be included in project costs.
- (viii) The design should harmonize with local surroundings, including landscaping and planning for other uses for all additionally created spaces, proper ventilation, and lighting in order to minimize negative impacts on environmental quality and property values.
- (ix) It is assumed that there is likely to be no major harmful impacts on the environment from civil construction under the project. However, particularly in the case of Chittagong Hill Tracts, given the remote and inaccessible locations of many areas, where carrying costs of building materials could be comparatively high, there should be priority given on the use of locally-available building materials (e.g. bamboo and wood). Another particularly important point in this regard is the preservation of the surrounding ecosystems around the school building which means there should not be any hill cutting and destruction of ecosystem for civil works. Planting of exotic/alien invasive species of trees will be avoided; rather native species will be planted to conserve the native biodiversity and maintain ecosystem integrity.

- (x) Design and construction of school building in the vulnerable coastal areas (like Satkhira, Barguna, Cox's Bazar, etc.) will consider '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.). Alternative solutions and final designs should be subject to expert and community consultation.
- (xi) Alternative solutions and final designs should be subject to public and community consultation with special emphasis on students/teachers. The preference of students and teachers will be given priority in designing the infrastructure.
- (xii) To minimize public nuisances and noise pollution, construction activities should follow strict environmental guidelines. Students and teachers should be informed in advance of the construction schedules and the timing of necessary interruption of public utilities. Contractor should not use classroom and school premises/playing ground to stack construction materials.
- (xiii) EED and DSHE will be responsible for obtaining and ensuring clearance required from government or local government agencies/committees, if necessary.
- (xiv) All areas and infrastructure affected during construction should be restored to their original condition, specially sidewalks, green street dividers, green-belt/fence, gardens, sidewalk trees, utilities, and side streets impacted by traffic diversion.
- (xv) Annual water quality monitoring of all the installed tube-wells under the project and existing one will be carried out to ensure safe drinking water facilities to the students and teachers. Rain water harvesting, pond sand filters, etc. could be promoted where supply of safe drinking water is scarce (particularly in coastal areas due to salinity intrusion).
- (xvi) Provision for adequate sanitation facilities for the teachers and students will be made and a mechanism for regular cleaning and routine maintenance will be developed.
- (xvii) No program activities will be carried out in disputed lands or lands restricted for development or environmentally sensitive/ecologically critical areas.
- (xviii) Environment-friendly (e.g. solid waste management) and energy-efficient options (e.g. solar lighting of school building) shall be promoted.
- (xix) In light of the above and considering the current capacity of the executing and implementing agency, the program will exclude 'Category A' subproject during selection process of future subprojects.

IV. ANTICIPATED ENVIRONMENTAL IMPACT AND MITIGATION MEASURES

A. General Considerations

16. The contractor's conformity with contract procedures and specifications during construction will be carefully monitored. It is assumed that prime contractors may use sub-contractors without ensuring that they conform to general construction guidelines (good engineering practice and good working practices). Such practices degrade the quality of construction as well as the benefits of the project. Contractors will be made to follow standard construction practices, monitored and supervised by the Project Authority.

B. Key Anticipated Environmental Impacts and Proposed Mitigation Measures

93. The program-related anticipated environmental impacts, although very limited, may include drainage congestion/water logging, dust pollution, noise pollution, disruption of natural ecosystem, occupational health hazards due to improper management of construction materials and solid and hazardous waste, risk from poor sanitation system, improper lighting and ventilation system in schools, etc. Due to the vulnerable geographic location, there may be some risks which may include arsenic, salinity, and iron contamination in drinking water; natural disasters (earthquake); and extreme climate events (heat wave, cyclone, storm surge, etc.). These impacts are not project-related; rather they are geographically location-related and site specific. Program-related environmental impact could be minimized by adopting appropriate mitigation measures. However, the impacts on natural disasters and other extreme climate events could be reduced by adopting appropriate preparedness and precautionary measure which may include organizing training program for patients and health care personnel on disaster/earthquake preparedness, climate adaptation and disaster risk reduction, health safety measures, environmental awareness, etc. This EARF is thus prepared to establish the mechanism to determine and assess future potential environmental impacts of civil works that are to be identified and cleared based on a participatory demand-driven process and to set out required mitigation, monitoring, and institutional measures to be taken during implementation and operation to eliminate adverse environmental impacts, or to reduce them to acceptable limits.

17. Some typical environmental impacts and mitigation measures from school infrastructure construction and operation activities are listed in Table 1, which shall be treated as a guide during environmental assessment, EMP preparation, and implementation:

Table 1: Potential Environmental Impact and Mitigation Measures

Category	Potential Environmental Impact/Issue	Possible Mitigation Measures
Occupational health, safety, and hygiene	Occupational Health and Safety	<ul style="list-style-type: none">• Implement suitable safety standards for all workers and site visitors• Provide personal protection equipment for workers, such as safety boots, helmets, gloves, protective clothing, goggles, and ear protection• Provide adequate healthcare (first aid) and safety facilities within construction sites• Arrange safe drinking water and sanitation facilities for the labors• Arrange water spray throughout the construction time• Follow standard norms for toilet
Solid and hazardous waste management	Spreading of waste, pungent smell, deterioration of aesthetics, used batteries, laboratory chemicals disposed haphazardly	<ul style="list-style-type: none">• Introduce proper solid waste management system in schools with segregation of waste and its proper disposal• Raise awareness on solid waste management with waste minimization, recovery, and recycling• Ensure safe disposal of hazardous waste• Ensure that adequate toilet and ablution facilities are provided for the duration of the contract

Category	Potential Environmental Impact/Issue	Possible Mitigation Measures
Drainage management	Drainage congestion/water logging, spread of vector born diseases	<ul style="list-style-type: none"> • Consider the drainage system of the whole area in subproject design • Maintain cross-drainage at all times during construction • Prevent all solid and liquid wastes entering waterways by collecting solid waste and wastewater from brick, concrete • Integrate drainage facilities with water supply options and sanitary latrine facilities in planning and design
Clearing of trees	Losses of tress and vegetation	<ul style="list-style-type: none"> • Consider alternation options to reduce the loss of trees and vegetation • Raise a green fence with native tree species around the school/TC • Plant same species of trees and vegetation as compensatory measures
Stone crushing	Dust and noise pollution	<ul style="list-style-type: none"> • Spray water during dry season and in windy conditions • Immediate compaction after construction of base course • Cover the stockpiles of fine materials in construction yard • Plan the work schedule of noise creating activities in consultation of local community • Employ best available work practices on-site to minimize occupational noise levels
Soil Erosion	Soil erosion during construction	<ul style="list-style-type: none"> • Careful arrangement to stop soil erosion by adopting proper protection measure before starting earthworks
Road blockage	Blocking of roads/access/approach	<ul style="list-style-type: none"> • Construction materials and machinery should not be placed in a manner that blocks any roads, paths or local accesses • Unloading of construction materials should be carried in a manner and time so as to avoid blockage of roads/paths/access • Waste should not be placed on the roads
Water Pollution	Water pollution from construction activities	<ul style="list-style-type: none"> • Prohibit direct disposal of solid and liquid wastage into nearby bodies of water • Spoil Management Plan should be implemented by the contractor
Use of wood as construction/cooking materials	Deforestation	<ul style="list-style-type: none"> • Minimize use of wood for construction • Use local materials as much as possible • Innovations shall be integrated in design for making schools more child and environment-friendly • Contractor shall supply kerosene or liquefied petroleum gas at camps and restrict cooking and heating in firewood

Category	Potential Environmental Impact/Issue	Possible Mitigation Measures
Proper ventilation	Day lighting and ventilation system	<ul style="list-style-type: none"> • Adequate windows in proper direction in consultation with students and teachers • Provision for adequate ventilation in the classrooms and office
Ensure safe drinking water	Arsenic, iron, and salinity contamination in drinking water	<ul style="list-style-type: none"> • Identify unions and upazilas based on DSHE survey where shallow or deep tube-wells are feasible • Analyze local surrounding arsenic test results and recommend for tube-wells or not • Adopt rain water harvesting, pond sand filter, and piped water supply in salinity intrusion areas • After installation of tube-wells, presence of arsenic in the drinking water will be tested and be used only if it satisfies the Bangladesh standard
Water and sanitation	Selection of appropriate location for water source and sanitary latrine	<ul style="list-style-type: none"> • Discuss with medical authority to ensure selected schools have drinking water and proper sanitation • A minimum distance of 15m should be maintained between a tube-well and a latrine to prevent contamination of water resources; in case of shallow shrouded hand tube-wells, this distance should be 20m as horizontal filters are used in this type of tube-wells
Separate toilets for male and females	Adolescent girls may face serious problem due to lack of separate toilet facility	<ul style="list-style-type: none"> • Provide separate toilets at adequate distance between male and females • Water supply should be available in the toilets • One latrine should be designed for about 30 persons
Extreme climate events and disasters ⁴	Extreme climate (e.g. cyclone, storm surge), natural disasters (e.g. earthquake, etc.), and fire	<ul style="list-style-type: none"> • Adoption of appropriate adaptation and disaster risk reduction strategy, emergency preparedness and recovery, training/orientation program for health service workers on climate change, disaster and earthquake, etc. • Schools located in the cyclone and earthquake prone areas should be designed and constructed in such a way that it is disaster and earthquake resilient or 'climate-proof' • Create awareness about natural calamities and extreme climate to students, teachers and parents • Provide fire safety management training and mock drill • Ensure emergency equipments and facilities like fire extinguisher/water hose, first aid

⁴ This impact is not project-related, rather it is location specific. However, appropriate adaptation (e.g. rising of plinth of school building in high flood areas, appropriate building materials for cyclone prone areas, etc.) and preparedness measures (e.g. training, mock drill etc.) will be adopted.

Category	Potential Environmental Impact/Issue	Possible Mitigation Measures
		boxes, whistles, torch lights, etc.

DSHE = Department of Secondary and Higher Education
Source: Asian Development Bank.

C. Decommissioning Stage

18. No significant environmental impact is anticipated during decommissioning stage of the project. The temporary sheds, latrines, etc. would be demolished and shifted from the construction site. The site will be cleared off.

D. Key Responsibility of the Contractor

19. The construction contractor of EED is responsible for the safe environment of the project area during the construction, reconstruction, rehabilitation of building structure, drainages, etc. The responsibilities of the contractor will be as follows:

- (i) provision of adequate healthcare facilities (first aid) within construction sites;
- (ii) training of all construction workers in basic safety; sanitation and healthcare issues; specific hazards of their work; personal protection equipment for workers, such as safety boots, helmets, gloves, protective clothing, goggles and ear protection;
- (iii) clean drinking water for all workers;
- (iv) safe access across the construction areas;
- (v) arrangement for water spray at the construction area throughout the construction time;
- (vi) ensure that no child labor will be deployed;
- (vii) lab wastes will be disposed properly with adopting an appropriate disposal facilities;
- (viii) keep work areas clean and tidy; and
- (ix) ensure that there is adequate provision of correctly marked waste containers made available at convenient locations for the disposal of wastes.

V. ENVIRONMENTAL ASSESSMENT AND ENVIRONMENTAL MANAGEMENT PLAN

A. Environmental Screening and Categorization of Subprojects

20. An environmental screening using rapid environmental assessment (REA) checklist shall be done to ascertain environmental category of each school and office infrastructure and other civil works. IEE shall be carried out for 'category B' subproject. IEE will not be required for 'category C' subprojects, but a DDR shall be prepared. This EARF provides guideline to prepare both IEE report and environmental DDR. An outline of these reports is provided in Annex 3 and 4 of this EARF respectively.

B. Environmental Assessment Procedure

21. The environmental assessment procedure for each subproject infrastructure shall be as follows:

1. Environmental Screening

22. The environmental screening of the subprojects shall be done by using the REA checklist (included as Annex 2). The REA checklist shall be filled prior to detailed design of the proposed investment. Findings of the environmental screening shall conclude if an IEE is required or a brief DDR will be adequate for the infrastructure. The IEE or DDR shall be attached with a detailed design of the infrastructure.

2. Process for Environmental Due Diligence

23. The environmental DDR will be a brief environmental statement of the subproject which only mentions of significant impacts and mitigation measures, if any. The report shall be prepared by adopting the following procedures:

- (i) **Collection of Information:** Coordination shall be maintained with the focal person of the safeguard desk of EED and a technical team for documenting site specific environmental concerns. Local stakeholders, including local government bodies, teachers, and students shall be consulted during the documentation of the information.
- (ii) **Preparation of environmental due diligence report:** The information on physical, biological, socioeconomic, and cultural environment of the subproject area will be compiled in coordination with the technical and social team. The environmental DDR shall be prepared with the REA checklist added with any site-specific and significant environmental impacts.

3. Process to prepare Initial Environmental Examination

24. There could be several subprojects attracting IEE for which IEE report shall be prepared. The IEE process shall involve the following:

- (i) Scoping and preparation of the terms of reference (TOR) for IEE study. An IEE scoping is a planning exercise to determine the scope for the IEE study. Scoping quickly assess the existing environmental status of the project area, lists the likely environmental impacts, and advise methodology of assessment. The TOR also advises the team of experts for the assessment and study schedule. The TOR shall be approved by EED before commencing the IEE study.
- (ii) Assessment Methods. An outline of the activities for conducting IEE study is presented below:
 - a. **Desk Study:** Review of information such as maps, reports, and EARF for the program. Checklist for collecting site information is also finalized.
 - b. **Consultations:** Communities and local stakeholders (Chairman and Members of Union Parishad, teacher, students, student guardians, social workers, etc.) shall be consulted by means of Focus Group Discussions. If required, discussion with concerned government offices (DOE, Forest Department, Local Government Engineering Department, Bangladesh Water Development Board, etc.) will also be undertaken.

- c. **Field Assessment:** Assessment of the potential and significant environmental concerns shall be done to collect data and analyze any potential impacts.
- d. **Sampling and Testing:** Special tests may be necessary in certain cases where water pollution issues need to be investigated (water quality for arsenic or fluoride content, water quality for iron, salinity, etc. and noise level, PM10/PM12 in the air).
- e. **Consideration of Alternatives:** The environmental implications of different alternatives will be briefly assessed, particularly focusing on location of infrastructure, design and orientation, method of construction, source of construction materials, and schedule of construction.
- f. **Identification of Environmental Impacts and Mitigation Measures:** The impacts will be identified in terms of their significance, extent, reversibility, and duration.
- g. **Design of Environmental Monitoring Plan:** The IEE or DDR shall propose EMP where monitoring requirements for potential environmental impacts are identified, mitigation measures prepared, method of mitigation measure developed, indicators suggested, frequency of undertaking monitoring activity decided, cost estimated, and responsible agency for undertaking the monitoring identified. The EMP report format and parameters used for environmental monitoring is presented in Annex 6 and 7.

4. Possible Environmental Categorization of the Subproject

25. Considering that the project is expected to have very limited and minimum adverse environmental impacts, the project has been categorized as “B” for environment. The proposed civil works will be in existing school premises and offices, and the nature of the construction will be quite simple and straight forward in nature. So, there will be no major adverse impacts on environment. Most of the impacts may be localized in nature and could be addressed with adequate mitigation measure. Most of the subproject impacts would be localized due to the relatively small-scale activities and civil works and could be addressed with proper mitigation measure and good housekeeping practices.

VI. INSTITUTIONAL ARRANGEMENT AND MECHANISM FOR IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT PLAN

A. Institutional Arrangement and Mechanism for Implementation of Environmental Management Plan

26. The EED, through its Sector Program Support Unit, is responsible to implement the overall EMP. However, during the construction stage, the contractors are responsible to mitigate all environmental impacts related with the construction activities. In this context, the EMP has been included into the Bidding Documents of all the construction packages so that it serves as a condition of contract for adopting the Environmental Code of Practices by the prospective contractor(s). The implementation of the EMP and/or Environmental Code of Practices by the contractor(s) is to be supervised by the Construction Supervision Consultant, in close consultation with the project implementation unit (PIU) of EED.

27. The Planning Cell of EED will be responsible for the design, construction, and maintenance of the infrastructure of the project. The project proponent will deploy a focal

person for environment who will lead the environmental activities and implementation of the EMP. Selected staff of the EED will also be assigned as environmental focal points. The Assistant Engineer at Regional Office will carry out environmental screening of all “subprojects” and prepare an EMP for each project activities or “subproject”. The Executive Engineer will review the screening report and EMP through field visits. If an IEE is required, it will be the responsibility of the Executive Engineer of EED. The Monitoring Officer deployed by this project will be responsible for supervision and monitoring of environmental mitigation activities. The Chief Engineer at Headquarters will ensure quality control and reporting at the regional level. The environmental focal point from EED (may request support from Bangladesh Resident Mission’s Environment Officer, if required) will prepare training materials; conduct training for staff/school teachers/students; prepare screening, IEE report, and site-specific EMP on sample basis; review a certain percentage of the EMPs; and prepare the Annual Environmental Monitoring Reports of the project and submit annually. The environmental focal person could follow the format provided in the annexes. However, he should also include any other parameters (which are not included in the list) that may have significant environmental impacts. The environmental focal point will be responsible for implementation of the EMP and its provisions, including compliance checking, facilitation, coordination and ensuring dissemination, orientations, and capacity building activities. Additional human resources or an agency (e.g. DOE) may be engaged, if necessary, in order to effectively implement the EMP. The following table presents the mechanism of implementation of the EARF.

Table 2: Mechanism for Implementation of the Environmental Assessment and Review Framework

S.N.	Activities	Responsibility	Remarks
1	Preparation of EARF, its approval, circulation, and incorporation in project		
1.1	Approval of EARF for SESIP	SPSU	ADB and DSHE will follow up
1.2	Printing and publication of EARF in English and summary of EARF in Bengali and its wider circulation	SPSU/DSHE	EE provides EARF guidelines to Engineers and Contractors for implementation
1.3	Dissemination of EARF through the PIM	SPSU	EE will ensure that stakeholders e.g. engineers and contractors understand the EARF requirements and EARF provisions are followed while planning and implementation of physical improvement of the schools
1.4	Incorporation of EARF aspects	SPSU	EE will ensure that EARF is an integral part of decision-making for SESIP activities
1.5	Dissemination of EARF through regular orientation programs organized for Assistant Engineers, Sub-Assistant Engineers, I/NGOs and other partners working in collaboration with PIU	SPSU/Partner NGOs	All are made aware on how to incorporate EARF provisions in planning and implementing subproject/project components

S.N.	Activities	Responsibility	Remarks
2	Environmental Assessment and Management		
2.1	Environmental screening of infrastructure using the REA checklist	SPSU	REA checklist is provided in the EARF Categorize environmental assessment type (IEE)
2.2	Incorporate EARF requirements in subproject preparation guidelines	SPSU and DSHE in association with BRM	Follow provisions of the approved EARF
2.3	Environmental assessment of the works; prepare EMP	DSHE and SPSU	Follow the steps given in the approved EARF
2.4	Incorporation of EMP provisions in contract documents	SPSU	EMP requirements clearly defined in contract agreement and bidding document
2.5	Utilize EARF requirements in civil work (schools and education offices)	SPSU	Follow provisions as advised
3	EMP Monitoring		
	<ul style="list-style-type: none"> During implementation Quarterly, feeding into government's quarterly portfolio review meeting Verification with field visit to representative samples 	SPSU	PIU will conduct routine monitoring, document compliance or non-compliance, fill monitoring checklist, and prepare monthly reporting; PIU will check adequacy of environmental safeguards maintained in works; verifies if EMP recommendations are being complied into subprojects implementation; consolidate quarterly progress report
4	Monitoring and Auditing		
	Compliance Audit <ul style="list-style-type: none"> during implementation annually 	SPSU	Verifies overall compliance to EARF and other environmental safeguard requirements
5	Annual Reporting and Feedback		
	<ul style="list-style-type: none"> Interactions/workshops Semi-annual reports Annual reports 	SESIP reports status and environmental functioning of the infrastructure and recommendations for improvement to PIU	SESIP will conduct an annual interaction to replicate the best practices

ADB = Asian Development Bank, BRM = Bangladesh Resident Mission, DSHE = Directorate of Secondary and Higher Education, EARF = Environmental Assessment and Review Framework, EE = environmental examination, EMP = environmental management plan, IEE = initial environment examination, INGO = international nongovernmental organization, NGO = nongovernment organization, PIM = Project Implementation Manual, PIU = project implementation unit, REA = rapid environmental assessment, SESIP = Secondary Education Sector Investment Program, SPSU = Sector Program Support Unit.

Source: Asian Development Bank.

B. Capacity Development

28. Capacity on environmental management needs to be strengthened at all levels of the executing agency, including DSHE, EED, PIU/SESIP. SESIP will implement capacity building

measures through training and exposure visits to ideal school in major divisions. The following capacity development programs have been recommended:

Table 3: Proposed Capacity Development Program

Sl. No.	Particular of Activities	Remarks
1.	Orientation of ADB and country specific environmental safeguards and compliance measure	BRM will invite relevant participants nominated by SESIP
2.	Orientation on solid and hazardous waste management (including laboratory wastes)	SESIP will organize training with support from resource person
3.	Orientation on the management of fire safety and earthquake	SESIP will organize training with support from resource person
4.	Training on disaster risk management (e.g. cyclone, flood, storm surge, etc.)	SESIP will organize training with support from resource person
5.	Other capacity building program to EED/DSHE (training, research, and development)	Detailed Capacity Building Program will be developed by SESIP as per need for EARF implementation
6.	Training on construction of resilient school buildings	SESIP will organize training for EED Engineers and Contractors with support from resource person

ADB = Asian Development Bank, BRM = Bangladesh Resident Mission, DSHE = Directorate of Secondary and Higher Education, EARF = Environmental Assessment and Review Framework, EED = Education Engineering Department, SESIP = Secondary Education Sector Investment Program.

Source: Asian Development Bank.

C. Budgetary Requirement

29. A tentative budget for implementation of the EARF and EMP will be prepared by the EED. The budget will be required for translation of the EARF, implementation of EMP, subprojects, capacity building of the relevant staff on environmental safeguards, remuneration of Environmental Officer, environmental screening, preparation of environmental assessment reports, etc. Training requirements and cost for implementation of EMP will be prepared in the IEE report.

VII. ENVIRONMENTAL MONITORING AND REPORTING AND IMPLEMENTATION OF PROJECT/SUBPROJECT

A. Environmental Monitoring and Reporting and Implementation Arrangement

30. The primary objective of the environmental management and monitoring is to record environmental impacts resulting from project activities and to ensure implementation of the 'mitigation measures' in order to reduce adverse impacts and enhance positive impacts from specific activities. Based on the information obtained from the environmental screening/assessment, a site-specific EMP will be prepared and implemented. The monitoring activities of EED will include verifying compliance with the EMP implementation. In general, the environmental focal point from the department will monitor the following indicators during mission as 'spot checking' and the related mitigation measures: (i) loss of top soil of agricultural land; (ii) drainage congestion/water logging; (iii) dust and air pollution; (v) surface water pollution; (v) noise pollution; (vii) erosion and siltation; (viii) occupational health and safety practices for workers; (ix) health and safety practices for student, teacher, and community; (x)

maintenance of water supply and sanitation facilities, (xi) proper maintenance of science labs of schools; and (xii) solid and hazardous waste management, etc.

31. A Management Information System will be developed to record the environmental mitigation and monitoring information along with the infrastructure development data. A climate change adaptation and disaster risk reduction plan would also be developed, if required.

32. In addition, testing for arsenic, iron, and salinity in drinking water will be carried out at required intervals in arsenic/iron/salinity potential areas. 5% of the total water samples will be tested in the Department of Public Health Engineering laboratory for quality assurance. A quick monitoring of operation and maintenance of water supply and sanitation facilities shall be conducted by the project office to provide direct feed back to the authority.

33. Implementation of mitigation measures will be ensured through periodic monitoring. Monitoring activities for the project at different phases of implementation will be as follows:

Table 4: Sample Monitoring Matrix for Various Phases

S.N.	Indicators of Monitoring	Method of Monitoring	Monitoring frequency	Responsibility
A. Pre-construction Phase Monitoring				
1	Printing, publication, and distribution of EARF to all stakeholders including translation of the summary of EARF in Bengali	Direct observation	Once	SPSU/DSHE
2	Recruitment of part-time environmental officer for the project	Review of appointment letter	Once	SPSU/DSHE
3	Incorporation of EARF in subprojects	Review of documents	Once	SPSU/DSHE
4	Disaster prone area (landslide, flood, drought area) and climate risk (cyclone and storm surge) screening done	Review of documents	Once	EED
5	Incorporation of EMP in design and tender document	Direct observation	Once	SPSU/DSHE /EED
B. Construction Phase Monitoring				
1.	Drinking water quality	<ul style="list-style-type: none"> • Sampling, lab testing and comparison with generic standards • For arsenic/iron/salinity, testing follow country specific and/or WHO recommended protocols 	Annual	Note: SPSU shall coordinate with DPHE, NGO, INGOs working in water & sanitation sectors
2.	Transportation of construction materials in covered condition and safe loading and unloading of construction materials	Contractor/ Direct Observation	Regular during construction	EED/ Contractor
3.	Water sprinkling in dusty construction area and access roads	Contractor/ Direct Observation	Every Day	EED
4.	Stockpiling of excavated materials	Contractor / Direct Observation	Everyday	EED

S.N.	Indicators of Monitoring	Method of Monitoring	Monitoring frequency	Responsibility
5.	Reuse of excavated materials	Contractor / Direct Observation	Everyday	EED
6.	Solid waste segregation disposal	Contractor / Direct Observation	Everyday	EED
7.	Clearing of vegetation/ trees	Contractor / Direct Observation	During construction once in 3 months	EED
8.	Noise and dust pollution	Contractor / Direct Observation	Regular during construction	EED
9.	Occupational health and safety, use of safety gears	Direct Observation	Once a month	EED
10.	Safety of workers, students, and teachers	Record of injury	Once a week	EED
11.	Water logging and spread of vector born diseases	Direct Observation	Once a week	EED

C. Operation Phase Monitoring

1.	Preparation of monitoring reports	Records/Documents	Monthly	EED
2.	Drinking water quality, arsenic testing, and mitigation; adequate natural light, air, and ventilation	Samples taken from different points, source, delivery points; laboratory testing; interview with students	Annual	EED
3.	Solid waste and lab waste management system	Records of waste collected and managed	Bi-annual	EED
4.	Rainwater harvesting	Observation	Annual	EED
5.	Solar lighting	Observation	Annual	EED
7.	Number of orientation and training	Number of orientation and trainings conducted	Regular	EED
10.	Impact audit	Compliance with EARF	Annual	EED

DPHE = Department of Public Health Engineering, DSHE = Directorate of Secondary and Higher Education, EARF = Environmental Assessment and Review Framework, EED = Education Engineering Department, EMP = environmental management plan, INGO = international nongovernmental organization, NGO = nongovernment organization, SPSU = Sector Program Support Unit, WHO = World Health Organization.

Source: Asian Development Bank.

34. The Sector Program Support Unit will monitor the provisions mentioned in the framework to ensure that they are complied with during the implementation of the program. The EED will prepare biannual reports on environmental compliance and submit this during the Joint Consultative Mission and Joint Annual Review. In addition, a section on the status of environmental safeguard activities will be included in each progress report. DSHE/PIU will carry out annual review to assess how effectively the environmental safeguard requirements have been followed.

B. Consultation and Information Disclosure

35. Consultation and information disclosure will be a continuous process during the preparation of the environmental assessment document and implementation of the EMP. The Program Director will ensure to conduct meaningful consultation with student-teachers, affected

people and concerned stakeholders, including civil society, and facilitate their informed participation. The consultation shall begin early in the subproject preparation stage and carried out in an ongoing basis throughout the subproject cycle, timely disclosure in understandable format by the local stakeholders; consultation is organized in congenial environment without intimidation, and is gender sensitive. The process and results shall be documented and incorporated in the environmental assessment report.

36. The Program Director shall provide relevant environmental information, including the IEE to be prepared for each subproject and environmental monitoring report in a timely manner, and shall keep the reports at accessible place and in a form and language understandable to affected people and other stakeholders. The Program Director shall submit to ADB the final IEE report and environmental monitoring reports for disclosure on ADB's website.

C. Grievance Redress Mechanism

37. The DSHE will establish a procedure to answer queries related to any complaints from schools in regards to additional physical infrastructure, renovation, and/or new construction. School Management Committee at each school and District Education Committee will work as a Grievance Redress Committee for hearing the complaints of different stakeholders and for their appropriate resolution. Other than disputes relating to legal rights, it will be reviewed by the School Management Committee for all grievances relating to any complaint and other interventions. Grievances will be redressed within two to four weeks from the date of lodging the complaints.

OUTLINE OF INITIAL ENVIRONMENTAL EXAMINATION REPORT

- I. Executive Summary
- II. Project Description (with salient feature)
- III. Description of Existing Environment in the Project Area
 - A. Physical environment
 - B. Biological environment
 - C. Socio-economic and physical cultural resources
- IV. Potential Environmental Impacts and Mitigation Measures
 - A. Beneficial impacts and maximization measures
 - B. Adverse impacts and mitigation measures
- V. Analysis of Alternatives
- VI. Institutional Arrangements
- VII. Environmental Monitoring and Management Plan
- VIII. Information Disclosure, Public Consultation and Participation
- IX. Grievance Redress Mechanism
- X. Conclusion and Recommendations,

OUTLINE OF ENVIRONMENTAL DUE DILIGENCE REPORT

1. Introduction: (1 paragraph on the proposed works).
2. Existing Environmental setting (1 page): (A table of salient feature covering local environmental setting of school area which may include physical, vegetative, and social and cultural settings. Disaster risks and indications of potential impacts from climate change will be covered. A sketch showing environmental features of the school and its surroundings will be included.)
3. Areas of major concern and mitigation measure: (Rapid Environment Assessment checklist (format given in Annex 4) followed by a list of site-specific environmental impacts, if any, and the proposed mitigation measures for them. Please also refer to Table 1 and attachment 4-design guideline for school building construction from environmental perspective).
4. Conclusion

FORMAT FOR PREPARING ENVIRONMENTAL MANAGEMENT PLAN

S. No.	Work Activity	Indicative Impacts	Proposed Mitigation Measures	Cost Estimate (Item Number in BOQ in which the cost is provisioned)	Schedule of Implementation	Implementing and Supervising Responsibility

**ENVIRONMENTAL SCREENING FORMAT
(RAPID ENVIRONMENTAL ASSESSMENT CHECKLIST)**

Project Name: SECONDARY EDUCATION SECTOR INVESTMENT PROGRAM

Date of Screening: 06/01/2013

Category of component based on environmental regulations of the Government of Bangladesh:

Name of School.....District:Upazila:
Union:Village:
Type of Subproject:
Major Activities under the Subproject:

SCREENING QUESTIONS	Yes	No	Impact Scale 1=lowest 6=highest	If "Yes", please provide REMARKS
A. Subproject Siting Is the subproject area adjacent to or within any of the following environmentally sensitive areas?				
Protected Area				
Wetland				
Unstable slope, landslide, erosion area				
Disaster prone area (e.g. flood, cyclone, storm surge)				
B. Potential Environmental Impacts Will the subproject cause.....?				
Loss of agricultural/forest land?				
Negative effects on rare, (vulnerable), threatened, or endangered species of flora and/or fauna or their habitat?				
Negative effects on designated wetlands?				
Negative effects on locally important or valued ecosystems or vegetation?				
Destruction of trees and vegetation?				
Insufficient drainage leading to water logging?				
Negative effects on surface water quality, quantities or flow?				
Block any road/access/approach?				
Will there be any long term impacts on local hydrology?				
Is adequate water supply to school available?				
Increased noise due to day-to-day construction activities?				
C. Other Potential Impacts Will the subproject cause.....?				
Degradation or disturbance of historical				

SCREENING QUESTIONS	Yes	No	Impact Scale 1=lowest 6=highest	If "Yes", please provide REMARKS
or culturally important sites (mosque, graveyards, monuments etc.)?				
Health risks to labors involved in activities?				
D. Potential Positive Environmental Impacts				
Improved sanitation and personal hygiene				
Enhanced quality of school environment				
E. Environmental assessment category as per GOB				
What is the environment assessment category (DDR or IEE) as per ECA 97 and ECR97 of GOB and ADB's SPS?				Indicate if an environmental due diligence is adequate or an IEE level assessment is required.
Will project enhance quality of education?				
Score Total				
Type of Environmental Assessment to be Undertaken:				
Completed by: Name:.....Designation:				

ADB = Asian Development Bank, DDR = due diligence report, ECA = Environmental Conservation Act, ECR = Environmental Conservation Rules, GOB = Government of Bangladesh, IEE = initial environmental examination, SPS = Safeguard Policy Statement.

Source: Asian Development Bank.

Filled and signed by EED Assistant Engineer: Name: _____

Date:

Reviewed and signed by EED Executive Engineer: Name: _____

Date:

PROPOSED ENVIRONMENTAL MANAGEMENT PLAN

1. **General: Roles and Responsibilities of Functionaries:** All personnel in the Project Team, from the Project Director to site personnel, are responsible for protecting the environment by ensuring that environmental protection measures are installed, maintained, and established environmental management systems are followed for all project personnel. Environmental responsibilities arise from relevant legislation and approvals.

2. **Monitoring Plan:** In order to ascertain whether environmental management system is functioning properly, it is necessary to include a program to monitor. The environmental management plan will include an environmental monitoring procedure based on an environmental review study of the program of the Directorate of Secondary and Higher Education.

The environmental management plan will focus on the implementation of mitigation measures during project construction period and inside school management as shown in Table 1. The project implementation will be carried out under the overall supervision of the Planning and Development Section of the Education Engineering Department.

3. **Reporting Procedure:** Routine Monitoring on Environmental Performance of the project will be reported by Project Division/Consultant of the Directorate of Secondary and Higher Education and a copy of the report will be made available to the Department of Environment.

4. The table below shows the detailed project activities, its potential environmental impacts, mitigation measures, responsibility, and monitoring executor:

Environment Management and Monitoring Matrix

Activity	Environmental Impact	Mitigation Measure	Responsibility	Monitoring Agency
During Construction Phase				
1) Employment of child labor in the construction activities	The Environmental and Social Safeguard Policies of the DOE/ADB prohibits all kinds of child labor (lower than 14 years) and personnel engagement in construction works of the projects	Child labor shall not be employed	Contractor	PD/EED
2) Use of PPE (e.g. ear protection gear, mask, gloves, goggles, safety shoes, helmet, etc.) is compulsory in order to ensure health and safety of the working labors at the project construction site	May cause serious injury to the workers at construction side	Immediate supply of PPE like ear protection gear, mask, gloves, goggles, safety shoes, helmet, etc. to all the laborers working at site and impose them to use to avoid any casualty	Contractor	PD/EED

Activity	Environmental Impact	Mitigation Measure	Responsibility	Monitoring Agency
3) Dumping of spoil materials to the river bed	Environmental degradation of the river, flow of river also disturbed; people living near the river will face a problem due to the river pollution caused by the construction works	Dumping of spoil material to the river should not be permitted; no activity should be allowed to undertake that can affect the river/stream flow; dumped material in river should be cleared	Contractor	PD/EED
4) Firefighting equipment at the camp, offices, and sites	The absence of firefighting equipment may cause serious hazards like life loss, blasting due to fire, resident house demolished, etc.	Immediate placement of firefighting equipment and training or demonstration of firefighting equipment use among the officials, engineers, labors at the site, school, and at the camp so that in case of any emergency they can utilize this equipment	Contractor	PD/EED
5) Transport and equipment movement	Excessive dust pollution to the surrounding environment of the camp and sound pollution due to transport movement in the camp	Equipment meeting environmental standard in respect of sound should be used in the construction area	Contractor	PD/EED
6) Solid waste at the camp site and also in the schools	Air and soil pollution in the camp and schools	Human generated solid wastes may be controlled through motivation. Organize proper collection and transportation of all solid waste. Install proper solid waste disposal system at the camp, site, and at the schools.	Contractor	PD/EED
7) Tree plantation at the camp and offices	Positive impacts on the environment	Tree plantation in the schools, camp, and offices should be implemented	Contractor	PD/EED

Activity	Environmental Impact	Mitigation Measure	Responsibility	Monitoring Agency
8) Construction workers related impact at the camp and construction sites	Unhygienic and littered environment around the camp, exposure to hazards, transmission of diseases among workers, and water-borne diseases to workers	The local workers should be oriented to hygienic disposal of solid waste and hazardous materials; proper handling methods, setup warning signs (label and signals) at appropriate locations of the camp	Contractor	PD/EED
		Pure drinking water facilities should be provided so that there will be no epidemic outbreak in the construction area		
9) Management of excavated and or spoil materials	It has adverse impacts on the environment if not managed properly	The excavated materials should be safely disposed so as to avoid landslides and loss of forests and agricultural land	Contractor	PD/EED
10) Absence of environmental officer of the contractor at the construction sites	In the absence of environmental officer, contractor's activities will not be as environment-friendly	Immediate placement of environmental officer	Contractor	PD/EED
Operation Phase				
11) School Environment	Seating arrangement	Seating arrangement should be comfortable	Head Master	Upazila Education Office/DSHE
	Interval time	Interval time should be within the tolerable time limit in the classes of the schools	--as above--	--as above--
	Waste disposal	Waste disposal should be in place in the school's rooms and also at the school centrally	--as above--	--as above--
	Chemical wastes from science lab	Ensure proper and adequate provision of disposal of chemical wastes from laboratory to prevent hazards	--as above--	--as above--
	Classrooms	Environment-friendly classrooms should be ensured	--as above--	--as above--
	Maintain ratio	Teacher and student ratio should be maintained	--as above--	--as above--

Activity	Environmental Impact	Mitigation Measure	Responsibility	Monitoring Agency
	Gender equity	Gender equity should be followed during the admission	--as above--	--as above--
	In the absence of First Aid facilities, treatment problems may occur	First Aid facilities should be available in the schools	--as above--	--as above--
	In the absence of firefighting equipment, fire hazards may occur	Firefighting equipment should be available in the schools	--as above--	--as above--
	If drinking water is not pure, diarrhea may occur	Pure drinking water (Arsenic, iron, salinity free) should be provided	--as above--	--as above--
	Absence of electricity, lighting, fan, etc.	i. Electricity, fan, light should be available in the schools ii. Energy efficiency light, fan can be used	--as above--	--as above--
	Ascertain clean environment by disposal of wastes	Ensure that there is the adequate provision of correctly marked waste containers made available at convenient locations for the disposal of wastes	--as above--	--as above--
	Smoking	School and classroom should be marked up as a "no smoking zone"	--as above--	--as above--
	Inadequate sanitation facilities will create hygienic problem	i. Sanitation facilities (wash room, urinal etc.) and provision of water closet and flushing system in the toilet and bathroom, fixing of hand basins, and cleanliness should be ensured in the schools ii. Separate washroom for boys and girls clearly marked up	--as above--	--as above--
	Suffocation problem if improper ventilation	Provision of adequate ventilation in the classrooms	--as above--	--as above--

Activity	Environmental Impact	Mitigation Measure	Responsibility	Monitoring Agency
12) Management of lab chemical waste	Degradation of surrounding environment/health hazards due to chemical wastes, air, and soil pollution	<p>i. Chemical wastes from the laboratory should strictly be discharged to the designated concrete covered pit by the school authority so that surrounding environment will not be polluted</p> <p>ii. A waste management plan should be prepared by the school authority and be strictly followed</p>	--as above--	--as above--

ADB = Asian Development Bank, DOE = Department of Environment, DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, PD = Project Director, PPE = personal protective equipment.
Source: Asian Development Bank.

PARAMETERS FOR ENVIRONMENTAL MONITORING

S. N	Issues of monitoring	Parameters	Measurement unit	Quantity	Remarks
1.	Water Pollution	Turbidity	JTU	Once in a year	during implementation
		Do	mg/l		
		BOD	mg/l		
		pH	-		
		COD	mg/l		
		Arsenic	mg/l		
		Iron	mg/l		
		Coliform	n/100ml		
		Manganese	mg/l		
2.	Air Pollution	Suspended dust particle	Mg/Nm3	Once in a year	-do-
		Carbon Monoxide	Mg/Nm3		
		Lead	Mg/Nm3		
		SOx	Mg/Nm3		
		NOx	Mg/Nm3		
3.	Noise Pollution	Shrillness of sound	Decibel(db)	Once in a year	-do-
4.	Soil Pollution	Fertility Presence of hazardous chemicals from laboratory	Increase/Decrease	Once in a year	-do-

COMPLIANCES MONITORING REPORT FORMAT

1. **Environmental Compliances Monitoring Report:** During the ongoing classroom construction, the suggestion/instructions given in the environment report should strongly be monitored by the Education Engineering Department. These instructions and remedial measures summarized in the table below will be strongly monitored by the Education Engineering Department and the Directorate of Secondary and Higher Education authorities.

**Table 1: Compliances and Non-compliances Issues Monitoring Format
at the School Environment:**

Sl. No.	Concern issue	Recommended measures	Implementation/ Compliances: Yes/No	Remedial Measures
1.	Seating arrangement	Seating arrangement should be comfortable		
2.	Interval time	Interval time should be within the tolerable time limit in the classes of the schools		
3.	Waste disposal	Waste disposal bins should be in place in the classrooms and also at the school central		
4.	Chemical wastes from science lab	Ensure proper and adequate provision of disposal of chemical wastes from laboratory to prevent hazards		
5.	Classrooms	Environment-friendly classrooms should be ensured		
6.	Maintain ratio	Teacher and student ratio should be maintained		
7.	Gender equity	Gender equity should be followed during admission		
8.	First Aid facilities	First Aid facilities should be available in the schools		
9.	Firefighting	Firefighting equipment should be available in the schools		
10.	Pure drinking water	Pure drinking water (Arsenic free) should be provided		
11.	Electricity	Electricity, fan, and light should be available in the schools; energy efficient light and fan should be used		
12.	Disposal of wastes	Ensure that there is an adequate provision of correctly-marked waste containers made available at convenient locations for the disposal of wastes		
13.	Smoking	Schools and classrooms should be marked up as a "no smoking zone"		
14.	Sanitation facilities	Sanitation facilities (washroom, urinal etc.) should be ensured in the schools; provision of water closet and flushing system in toilet and bathroom; fixing of hand basins; and cleanliness		
15.	Sanitation facilities	Separate washroom for boys and girls are clearly marked up		
16.	Ventilation	Provision of adequate ventilation in the classroom of the schools		

17.	Domestic sewage	Domestic sewage from the classroom shall be subject to suitable treatment prior to discharge to the environment; under no circumstances, untreated wastes will be discharged into the environment		
18.	Praying room	Separate praying rooms for men and women should be ensured in the schools		
19.	Management of lab chemical waste	Chemical wastes from the laboratory should strictly be discharged to the designated concrete covered pit by the school authority so that surrounding environment is not polluted; a waste management plan should be prepared by the school authority and be strictly followed		

Source: Asian Development Bank.

**Table 2: Compliances and Non-compliances Issues Monitoring Format
for the Construction Site:**

Sl. No.	Concern issue	Recommended measures	Implementation/ Compliances: Yes/No	Remedial Measures
1.	Toilet and ablution facilities	Ensure that adequate toilet and ablution facilities are provided at the construction site		
2.	Environment Officer	Contractor should appoint an Environment Officer to monitor the issues recommended in the mitigation measures to make the project environment-friendly		

Source: Asian Development Bank.

ENVIRONMENT MANAGEMENT COST

1. The Secondary Education Sector Investment Program is yet to be finalized in the selection of schools for reconstruction and renovation under the project so actual cost also is yet to be finalized. However, a tentative budget is prepared for the project as shown below. The management and monitoring will continue, until the construction work is closed. Environmental management cost includes tree plantation in the school premises, check of water quality, training, etc.

2. Tentative cost of environment management may be as follows:

- (i) Plantation of Tree = Tk5,00,000.00
(Cost of tree = 300000 (Tk10/tree) and supervision cost approximately Tk200,000 = Tk500,000; Note: For every 3 meter inside the school premises and open area would be selected for approximate 25000 of tree plantation)
- (ii) Environment Training to the relevant people = Tk3,00,000.00
- (iii) Checking for water (Arsenic, iron, salinity) quality = Tk50,000.00
- (iv) Solid and hazardous lab waste management = Tk30,000
- (v) Appointment of Environment Consultant (18 months) in the Directorate of Secondary Higher Education = Tk300000.00x18=5,400,000.00
- (vi) Tk. Total = Tk62,80,000.00**

3. Approximately a total of Sixty Two Lac and Eighty Thousand Taka are needed for environment management cost for the project.

TERMS OF REFERENCE OF ENVIRONMENTAL SPECIALIST

1. The specialist will have a degree in engineering, science, or equivalent and preferably a postgraduate degree in environmental studies. The specialist will preferably have 10 years experience or more in the development, implementation, and monitoring of environmental management and monitoring plans in accordance with the multilateral development organisation requirements. Previous experience as an Environmental Specialist on major construction projects is essential. Detailed tasks include:

- (i) Review the Initial Environmental Examination of subprojects and update as necessary, with particular reference to the Environmental Management Plan (EMP). Refer any amendments to the Asian Development Bank (ADB) for approval.
- (ii) Provide training to the staff of the executing agency, the Contractor and the Consultant on: (i) the requirements of the EMP including specific environmental mitigation measures and monitoring activities to be implemented and (ii) the roles and responsibilities of all parties.
- (iii) Ensure that the construction methods proposed by the Contractor are satisfactory, with particular reference to the technical requirements of Asian Development Bank's Environmental Guidelines for Selected Infrastructure Development Projects (Building).
- (iv) Undertake periodic review and reporting on the implementation of the EMP.
- (v) Inspect the Contractor's construction equipment, safety of the works, property, personnel, and general public; and the recommendations of the EMP.
- (vi) Supervise and monitor the implementation of any environmental mitigation measures required and in the event of occurrence of any unexpected environmental impacts, coordinate with the Contractor to provide mitigation measures.

Small Ethnic Communities Planning Framework

September 2013

BAN: Secondary Education Sector Investment Program

Prepared by the Ministry of Education.

The Small Ethnic Communities' Planning Framework is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

CURRENCY EQUIVALENTS

(as of 15 August 2013)

Currency unit	–	taka (Tk)
Tk1.00	=	\$0.01307
\$1.00	=	Tk76.5214

ABBREVIATIONS

ADB	–	Asian Development Bank
CHT	–	Chittagong Hill Tracts
DSHE	–	Directorate of Secondary Higher Education
GOB	–	Government of Bangladesh
GRM	–	grievance redress mechanism
M&E	–	monitoring and evaluation
MOE	–	Ministry of Education
NEP	–	National Education Policy
SEC	–	small ethnic community
SECPF	–	Small Ethnic Communities Planning Framework
SECPP	–	Small Ethnic Communities Peoples' Plan
SESIP	–	Secondary Education Sector Investment Program
SIA	–	social impact assessment
SPSU	–	Sector Program Support Unit

NOTE{S}

- (ii) The fiscal year (FY) of the Government of Bangladesh ends on 30 June. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2013 ends on 30 June 2013.
- (iii) In this report, "\$" refers to US dollars.

This small ethnic communities planning framework is a document of the borrower. The views expressed herein do not necessarily represent those of Asian Development Bank's Board of Directors, Management, or staff, and may be preliminary in nature. Your attention is directed to the "terms of use" section of this website.

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I. INTRODUCTION

1. The National Education Policy (NEP) of the Government of Bangladesh (GOB) has been approved by the National Parliament of Bangladesh in 2010. It envisions a holistic and balanced development of the entire education sector, aiming for all children to complete eight years of primary education and continue for four years of secondary education, considered as a job entry point. Hence, with the context of the implementation strategy of the NEP 2010, the Secondary Education Sector Investment Program (SESIP) has been designed by the GOB, taking Asian Development Bank (ADB) as a core development partner, in particular, to support implementation of key reforms envisaged in the policy using a multitranche financing facility (2013–2022) in a phased manner. The SESIP will adopt a sector-wide approach that supports the government to lead a common secondary education program framework with ADB and other development partners' assistance. The SESIP aims at assisting GOB to implement the NEP 2010 which focuses on Grades 1–8 and 9–12. The NEP has four components: (i) enhancing quality & relevance; (ii) increased equitable access and retention of all students, including peoples of small ethnic communities¹ (SECs); (iii) strengthened educational management and governance; and (iv) monitoring and evaluation (M&E) of the program progress. Students from SEC will receive culturally appropriate and social benefits from the improved quality education.

2. The Small Ethnic Communities Planning Framework (SECPF) guides the Ministry of Education (MOE), as executing agency, and the Directorate of Secondary and Higher Education (DSHE), as implementing agency, on how to prepare and implement SEC People's Plan (SECPP) in order to ensure that SEC peoples in a project area will receive its benefits. It also guides the executing agency on how to formulate a strategy to share the program's benefits with such groups.

3. In Bangladesh, there exist marked inequalities in receiving development benefits. In fact, currently, the SEC groups are lagging behind in secondary education. The SESIP's project preparatory technical assistance team assessed the: (i) issues of the SEC peoples; (ii) identified the needs of ethnic communities and potential impacts of the project on them; and (iii) prepared necessary documents on peoples' safeguard, including this SECPF, in compliance with ADB's safeguard policies, as well as, reflecting GOB's commitments on SECs' protection in the country's constitution and in other legal documents. The proposed program will attempt to create a sector-wide enabling condition for secondary education system in order to ensure acceptable learning outcomes will benefit all people, irrespective of their socioeconomic, ethnic, linguistic, or gender status.

II. ETHNIC COMMUNITIES OF BANGLADESH

A. Terminology

4. Different terms are used to refer to SEC peoples. Some government agencies prefer the term “upajati” (literally “sub-nation”) and “akin” (tribe) to “adibashi” (indigenous or aboriginal). In legal and policy documents and in official correspondence, one finds (i) “indigenous”, (ii) “aboriginal”, (iii) “adivasi”, (iv) “ethnic minority”, (v) “hillmen/hill people”, and (vi) “upajati” (sub-nation/tribe/tribal) to refer to indigenous peoples of Bangladesh. However, recently the government issued a circular requesting to use the term SEC when referring to indigenous

¹ The Government of Bangladesh does not endorse the term “Indigenous Peoples” officially and prefers to use the term “Small Ethnic Community” for the same group of people. This document will use the single term SEC to mean all Indigenous Peoples/SEC peoples of Bangladesh.

peoples in Bangladesh. Conforming to this requirement, the program will use SEC to refer to indigenous peoples of Bangladesh.

5. The number of the different SECs and their respective populations are not known. According to the National Strategy for Accelerated Poverty Reduction² of the GOB, there are “45 different small ethnic communities” in Bangladesh. Recent Chittagong Hill Tract (CHT) laws, including the CHT Regional Council Act of 1998 (Act XII of 1998), recognize 11 ethnic groups in the three hill districts of CHT, while the East Bengal State Acquisition and Tenancy Act of 1950 (Act XXVIII of 1950), which applies to the rest of the country outside CHT, recognizes 21 “aboriginal castes and tribes” in the plains districts. The official census of 1991, on the other hand, recognizes 11 “tribes”.

6. The official census of 2001 does not contain ethnically disaggregated data. According to another study,³ ethnic households spread over in 17 districts of Bangladesh and constitute about 1.5% of the total population of the country (Bangladesh Bureau of Statistics, 2005). The National Poverty Reduction Strategy (2009–2011) contains the following observation regarding the poverty status and overall situation of the country’s SECs: “Some of the ‘hardcore’ poor of Bangladesh are found among the indigenous communities. Indigenous communities face discrimination and sometimes, are subject to extortion by land grabbers. The level of social awareness among them is very low. Many suffer from ethnic prejudice, less or no education, ill-health, bad nutritional conditions, and bad hygiene”.⁴ However, the official census and the Bangladesh Bureau of Statistics do not contain adequate disaggregated data on indigenous peoples. They only identified 30 tribal groups in Bangladesh in 1991 census, whose distribution by division is shown in Table 1.

Table 1: Areas of Small Ethnic Minority People’s Concentration in Bangladesh⁵

Sl.	Areas of IP Concentration	Predominant IPs	% National IPs	% of District Populations
	Plains			
1	Rajshahi Division : Naogaon, Dinajpur Rajshahi, Rangpur & Joypurhat Districts	Santal, Munda and Oraon	36	4
2	Sylhet Division: Maulavibazar and Hobigonj Districts	Khasia, Manipuri, Patro, Garo and Tripura	8	3
3	Madhupur Area of Dhaka Division	Garo/Mandi	7	2
4	Patuakhali (Barisal Division) and Cox’ Bazar (Chittagong Division) Districts	Rakhain	6	
5	Khulna Division: Sundarbans	Munda	2	
	Hills			
6	CHT: Rangamati, Bandarban and Khagrachari	Chakma, Marma , Tripura and 8 more groups	41	44
	Total		100	--

CHT = Chittagong Hill Tracts, IP = indigenous peoples.

Source: Asian Development Bank.

² National Strategy for Accelerated Poverty Reduction, 2008.

³ Rafi, 2006.

⁴ Nasreen,M.(2007), Social Inclusion: Gender and equity in Education SWAp – A Case Study in Bangladesh p.48-9.

⁵ Government of Bangladesh, Bangladesh Bureau of Statistics. 2001. Dhaka.

7. According to the Statistical Year Book of Bangladesh (2008), about 41% of the total ethnic people of the country live in the CHT in three hill districts namely Rangamati, Bandarban, and Khagrachari. They constitute about half of the total district population.⁶ The majority of them belong to Chakma, Marma, and Tripura groups. This is reflected in the CHT Accord of 1997 and the post-Accord legislation, including the CHT Regional Council Act of 1998 (Act XII of 1998). The findings of a socioeconomic baseline survey conducted by the Bangladesh Rural Advancement Committee in 2005 in the CHT⁷ showed the acutely disadvantaged situation of the population of the CHT, particularly of the SEC peoples, as compared with the population of the rest of the country. The report showed that only 7.8% of the community completed primary education and only 2.4% completed secondary education. 18% of the total population of the region was dependent upon farming/cultivation for their livelihood. The annual average rural household income was around Tk66,000 (US\$933.5) while in the rest of Bangladesh it was Tk84,000 (US\$1,188) (Hossain, K.M., 2005).

8. The socioeconomic status of most SEC in the plains, particularly in the north-western Rajshahi, is known to be even worse than that of SECs in the CHT. From a study on the indigenous peoples of north-west Bangladesh, a researcher on Adivasis makes the following observation on the well-being and food security of the indigenous peoples “... *the colonial history of Adivasis is, in many respects, a disturbing one of exploitation, deprivation, deteriorating livelihoods and occasional experience of famine, as well as the regular, unavoidable autumn periods of food scarcity. On the other hand, their history is one of an extraordinary ability to cope with crises, shocks and stresses*”. Another writer, a well-known authority on the Adivasis of Bangladesh, mentions the common instances of land-grabbing perpetrated against Adivasi communities in north-west Bangladesh, through the discriminatory use of the Vested Property Act, 1974. The socioeconomic situation of SEC peoples in other parts of the plains is also vulnerable.

III. LAWS TO PROTECT THE INTEREST OF SMALL ETHNIC COMMUNITIES

9. The East Bengal State Acquisition and Tenancy Act of 1950 restricts the sale of lands of “aboriginal castes and tribes” to anyone other than aboriginal castes and tribes domiciled in Bangladesh. It recognizes 21 “aboriginal castes and tribes” in the country. The CHT-Accord applies only to the CHT region. Five major acts of the CHT-Accord address crucial aspects of the SEC groups’ rights, in addition to customary law on family and resource rights of indigenous peoples. Bangladesh has also ratified the International Labor Organization Conventions, as well as several other important human rights treaties, including:

- (i) International Labor Organization Conventions on Indigenous and Tribal Populations (Convention No. 107) and on Discrimination in Employment (Convention No. 111);
- (ii) International Convention on the Elimination of All Forms of Racial Discrimination;
- (iii) International Covenant on Civil and Political Rights;
- (iv) International Covenant on Economic, Social and Cultural Rights;
- (v) Convention on the Right of the Child;
- (vi) Convention on the Elimination of All forms of Discrimination against Women; and
- (vii) Convention on Biological Diversity.

⁶ Elahi. (1990).

⁷ Hossain K.M. (2005).

IV. PROGRAM'S SMALL ETHNIC COMMUNITIES POLICY

10. The program will develop a project design that prioritizes the SEC students and teachers or teachers serving the areas. This prioritization will be supported by extensive consultation with authorities of the respective districts where potentiality of SEC teachers and students are high. This policy will also be supported by a need assessment of the SEC groups, particularly the more vulnerable groups in plain land and in CHT. All SEC students will be included in the program beneficiary groups.

11. Appropriate measures will be taken to fill up the reserved posts by SEC teachers by influencing policies of the education sector institutions, like Nongovernment Teachers' Registration & Certification Authority, National Academy for Educational Management, Bangladesh Bureau of Educational Information & Statistics, DSHE, etc.

12. The SESIP will also undertake a comprehensive awareness-creating program for its stakeholders on SEC peoples' rights and vulnerabilities and the need to respect their customary land rights. Its objective is to also include them in the program's benefit sharing on a priority basis.

13. The SECs will participate in identifying secondary schools where a good number of students are from the ethnic minority groups. This will help provide a preferential treatment to SECs in the selection of teachers for jobs and for skill training programs.

Table 2: Specific Actions Built Into the Secondary Education Sector Investment Program

Project Component	Tasks	Targets/ Indicators	Responsibility
Output Enhanced quality and relevance of secondary education	<p>NCPF developed making curriculum more market-relevant and applying inclusive approach to the SEC students</p> <p>Integrate SEC aspects in the training programs for curriculum developers at NCTB</p> <p>Develop selection criteria of participants at trainings and pilot schools (e-learning and science) ensuring SECs' participation</p> <p>Develop and implement SEC responsive media campaign on promotion of science education</p>	<p>By 2016, market-relevant and inclusive NCPF approved</p> <p>By 2016, orientation workshops organized for NCTB curriculum developers, including authors and artists, includes at least one session on SEC</p> <p>By 2017, 60,000 (madrasah teachers: 24,000) (F: 20% for schools and all female teachers in selected madrasah) trained on core subjects; teachers will be selected based on priority on underserved areas including SEC; teachers at schools will be selected based on SEC peoples' proportion to the presence in upazila; the activity will be designed to reflect their needs</p> <p>For the campaign in SEC</p>	MOE, DSHE and SPSU

Project Component	Tasks	Targets/ Indicators	Responsibility
		areas, materials in local languages will be used for raising awareness among parents	
Output More equitable access and better retention	<p>Ensure minimum standard of school infrastructure to include safe gender and SEC friendly environment in SEC, including safe drinking water and separate toilets for girls and boys</p> <p>Include SEC checklist in the TOR of construction in SEC and supervision consultants</p> <p>Study gender and SEC aspect within the existing stipend program with attention on boys' enrollment and girls' retention by engaging a gender consultant in the independent review team and recommend improved methodology</p>	<p>By 2015, Policy Guideline on School Construction with minimum standard to improve learning environment and gender and SEC responsiveness developed and approved; schools will be selected based on priority on underserved areas including SECs; schools in SEC will be selected based on SEC peoples' proportion to the presence in selected upazila; the activity will be designed to reflect their needs</p> <p>By 2016, independent review of existing stipend programs conducted recommending pro-poor stipend with unified rate and renewed targeting methodology to ensure gender equity on enrollment and retention</p>	MOE, DSHE EED and SPSU

DSHE = Directorate of Secondary and Higher Education, EED = Education Engineering Department, MOE = Ministry of Education, NCPF = National Curriculum Policy Framework, NCTB = National Curriculum and Textbook Board, SEC = small ethnic community, SPSU = Sector Program Support Unit, TOR = terms of reference.
Source: Asian Development Bank.

V. FORMULATION OF A SMALL ETHNIC COMMUNITY PEOPLES PLAN: KEY STEPS

14. The following actions will be followed by the executing/implementing agency in formulating a SECPP for a project under the program:

- (i) Screen the subproject to determine the presence of SEC in the area and find out whether they claim a collective attachment to the project area and to determine likely program impacts on SEC. Rapid social assessment will be done to check whether any SEC population is in the subproject area. This will be mainly done through consultation with district administration, school personnel, and parents of children who attend the selected schools for the program. The representative of SEC population will be contacted to understand their views on the proposed program activities, their requests and suggestions, and also to inform them the specific arrangements that the program has to provide through the subproject. If the SEC population is significant and the program activities directly impact on them, the executing/implementing agency will prepare a SECPP following the guidelines given in the SECPF. The SECPF will be sent to ADB for review prior to the commencement of any subproject activity. If the identified impacts on SEC

are only beneficial to them, the SECPP will outline who will ensure that such benefits accrue to them and that they receive such benefits proportionate to other populations in the project area. If the subproject is likely to have any impact on SEC's population traditional land, indigenous knowledge, or their control over natural resources, executing/implementing agency will closely follow the steps provided in ADB's Safeguard Policy Statement (2009) on how to conduct meaningful consultation to obtain their broad community support on the subproject.⁸ The summary of such consultations including conclusions and recommendations will be recorded by the executing/implementing agency and forwarded to ADB for further directions before the SECPP is prepared.

- (ii) Conduct culturally appropriate and gender-sensitive social impact assessment (SIA) to assess potential project impacts on SECs.
- (iii) Discuss and identify the affected SECs' options in relation to the provision of project benefits and the design of mitigation measures.
- (iv) Identify social and economic benefits that will accrue to affected SEC peoples and what measures are to be included in the subproject to avoid, minimize, and/or mitigate adverse impacts on SEC.
- (v) Undertake meaningful consultations with the affected SEC and the concerned SEC organizations to confirm their active participation to avoid any adverse impacts on them.
- (vi) Conduct meaningful consultations in tailoring project benefits for affected SECs in a culturally appropriate manner.
- (vii) Enhance SECs' active participation in subprojects that affect them so that they could contribute to develop culturally-appropriate and gender-inclusive strategy to share program's benefits.
- (viii) Ascertain the consent of affected ethnic communities before any physical displacement from their traditional or customary lands that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of the SEC.
- (ix) Avoid any restricted access to and physical displacement from protected areas and natural resources.
- (x) If the impact on SEC peoples in any of the project area is anticipated to be significant, prepare a SECPP based on an SIA, with the assistance of qualified and experienced experts having knowledge on SEC populations.
- (xi) Monitor implementation of the SECPP using qualified and experienced experts through a participatory monitoring approach and assess whether the SECPP's objective and desired outcomes have been achieved.

VI. CONSULTATION AND PARTICIPATION

15. The Sector Program Support Unit (SPSU) will conduct a meaningful consultation with SEC and civil society in planning SECPPs. Consultation will take place all throughout the project cycle that (i) begins early in the project preparation stage and is carried out on an ongoing basis throughout the project cycle; (ii) provides timely disclosure of relevant and adequate information to affected SEC; (iii) is undertaken in an atmosphere free of intimidation or coercion; (iv) is gender-inclusive and responsive and tailored to the needs of SEC and vulnerable groups; and (v) enables the incorporation of all relevant views of SEC and other stakeholders into decision-making, such as project design, identifying mitigation measures, and sharing of program benefits. Consultation will be carried out in a manner commensurate with

⁸ Annex 2 contains special requirements.

the significance of impacts on affected communities and will be carried out with the assistance of the implementing nongovernment organization or SEC/Safeguard Specialist. The SPSU will continue to arrange public consultations and take the following steps:

- (i) SPSU will organize public meetings and appraise the communities about the progress in the implementation of resettlement, social, environmental, and SEC development activities (if applicable).
- (ii) All M&E reports will be disclosed.
- (iii) The executing agency will ensure that vulnerable groups and SEC/Ethnic Minorities understand the program's benefits and how to obtain them.

VII. DISCLOSURE

16. To ensure transparency in planning and to engage SECs and other stakeholders, the program and subproject information will be disclosed. A summary SECPF will be translated and disclosed in publicly accessible locations shortly after the executing agency and ADB endorses it. The information on benefits and incentives packages for SECs will be disclosed and reported through meetings/public notifications. The benefit/results of a subproject will be displayed on local billboards/upazila secondary education offices and project progress reports will be widely disseminated.

17. SPSU will keep the SEC informed about the impacts, mitigation measures, and assistances proposed for them and facilitate grievance redress. Each SECPP will also be made available at a convenient place, especially at the district offices of DSHE and in other key accessible locations (secondary and higher schools of respective districts) convenient to the SEC peoples. A copy of the SECPF will be disclosed on ADB and DSHE website. The executing agency will submit the following documents to ADB for disclosure on its website:

- (i) SECPF endorsed by the executing agency;
- (ii) SECPP for each subprojects/project components which is likely to have significant impacts on SECs;
- (iii) SECPP monitoring reports; and
- (iv) Corrective Action Plans, if any.

VIII. GRIEVANCE REDRESS MECHANISM

18. The project level grievance redress mechanism (GRM) will be established to receive, evaluate, and facilitate the resolution of the affected people's concern, complaints, and grievances about the SECPP performances at the level of the project. The GRM will aim to provide a time-bound and transparent mechanism to voice and resolve ethnic minority people's personal and community concerns linked to the project.

19. Grievance Redress Committee will be formed at each district level for any grievances involving resettlement benefits, mitigation of any adverse impact on the SEC peoples, as individual or community, and other assistance as mentioned in SECPF/SECPP. A gazette notification on the formation and scope of the Grievance Redress Committee will be required from DSHE/MOE.

20. The SPSU shall make the public aware of the GRM through public awareness campaigns. The SPSU will extend cooperation to the SEC peoples to express their grievance by submitting complaints in writing to SPSU. In addition to that, the contact phone number of the

respective project implementation units will serve as a hotline for complaints and shall be publicized through the media and placed on notice boards outside their offices and at construction sites. The project information brochure will include information on the GRM and shall be widely disseminated throughout the project area by the Safeguard Officer in the SPSU. Any aggrieved person can seek relief from the courts if GRM fails.

IX. INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS

21. During project implementation, a wide-ranging interactive discussion process with potential beneficiaries of SEC groups will be followed.

22. The annual component plans will be fully discussed between the implementing agencies and the intended beneficiaries to establish local priorities and capture changes in the community needs. Project component performance and achievements will be reviewed with beneficiaries in workshops at the end of each year.

23. The overall responsibility for ensuring this participatory planning and review process is carried out and monitoring the expected achievements of the SECPF will rest with the SPSU. The implementing agencies of the individual components will be responsible for organizing and conducting the discussion meetings and workshops with beneficiaries and ensuring all the needs and concerns of major ethnic minorities/tribal groups are taken into account.

24. To establish a priority ranking of proposed activities and to accommodate any changes of community needs, SPSU will conduct meetings in all proposed work areas prior to finalizing the work program. The meetings will involve all affected/beneficiary groups particularly any small ethnic/tribal minorities and a full record of attendees and minutes of the meetings will be recorded by SPSU. The SPSU will monitor the results of the meetings and their impacts on the SPSU work plan. Follow-up workshops will be conducted with pertaining communities at the end of each year where the following year's work plan will be discussed and finalized. The consultant and support staff, if requested, will provide assistance to SPSU in this interactive process.

25. Through its consulting support, the SPSU will be responsible for planning the training of trainers and beneficiary training for the relevant stakeholders on SEC safeguards in particular on customary land rights, ADB Indigenous People Safeguards, and other relevant topics. For the training of trainers, suitable local consulting firms will be contracted and carried out to the training program of local nongovernment organizations, participating government agencies, traditional governance leaders, and local community groups, namely school management committees. Under the SPSU direction, these latter organizations, agencies, and groups will carry out the training of beneficiaries.

26. Some of SECPP actions may be subcontracted or out-sourced. During SECPP implementation, the program will deploy an Involuntary Resettlement, Social Development & SEC Peoples Specialist or Social Safeguards Specialist (National Consultant). The tasks of the specialist will screen subprojects to identify SEC groups and preparation of SECPPs, if required. The consultant will work in coordination with the SPSU Director, Team Leader, and other relevant SPSU staff/organizations. He will assist the SPSU Director to develop an action plan for SEC to get information on SIA/survey on educational opportunities. He will also assist to collect area specific data on age, sex, ethnicity-disaggregated occupation, etc. to enable planning for future tasks on SEC to fill the gap of missing data, train the trainers on inclusive education and SEC-related courses/activities, and comply with all safeguard activities.

27. Some actions may be implemented by other organizations through a memorandum of understanding, under MOE, like, National Academy for Educational Management, University of Dhaka-Institute of Education and Research, Bangladesh Bureau of Educational Information & Statistics, Technical Training Centers, etc. The SECPPs will also be monitored/evaluated by the SPSU officials, with the help of the Social Safeguards Specialist. The SPSU Director will liaise to undertake required steps to deal with the third party evaluation, for impacts assessment on SEC, and M&E related to the safeguards.

28. The SPSU Director/Team Leader will regularly analyze project output indicators and impacts, including ethnicity and gender balance. The Social Safeguard Specialist will build the capacity of relevant MOE/DSHE personnel to collect ethnicity-disaggregated project data of beneficiaries and ensure that M&E procedures include indicators for monitoring the impacts of the project. Where applicable, the program will provide project budget for incentives to SEC to reinforce the efforts. If SEC still has unequal access to program's benefits the specialist will prepare a corrective action plan to address such deficiencies in program implementation.

X. MONITORING AND REPORTING ARRANGEMENTS

29. The MOE/DSHE/SPSU Director will supervise and monitor the SESIP's result framework (including SEC impacts) through the approved formats, as per time-bound monitoring system of the Implementation M&E Division,⁹ establish internal monitoring mechanisms and benchmarks appropriate for monitoring and reporting by the monitoring consultants (with support from the Social Safeguards Specialist). The Safeguard Specialist will help the Monitoring Specialist to develop a monitoring strategy for SEC development issues, indicators, and action plan for reporting on the implementation of the SECPP activities.

30. The Project Director/Team Leader (with support from the Social Safeguards Specialist) will collect project baseline ethnicity-disaggregated data and will regularly store, analyze, and prepare reports for the project progress.

31. The DSHE will ensure that M&E procedures include indicators for monitoring impact on the project's beneficiaries. The SPSU will provide ADB and other development partners with the following information for their review of performance and compliance with the Safeguard Policy Statement:

- (i) Social safeguard screening:¹⁰ As and when requested, filled-out screening form (Annex 1) for all contract packages included in the civil works program.
- (ii) Updates for formal review missions which would include summary information on schools that have significant adverse impacts on SEC.
- (iii) Semi-annual report on compliance of safeguard requirements on SEC for all civil works, contract packages, and other SESIP activities.

XI. BUDGET AND FINANCING

32. The executing agency will be responsible for the timely allocation of the funds needed to formulate SECPPs, where required, following the approved SECPF. All land acquisition-related expenses, rehabilitation, training, consultation and administrative expenses, monitoring and

⁹ Implementation, M&E Division of GOB.

¹⁰ Annex 1.

consultation cost, mitigation of negative impacts, and restoration cost will be considered as an integral component of project costs and each of these will be itemized in the budget. No physical work in any subproject area where SECs are present will be started until the full budget is allocated for the above purposes. The progress in budget use will be reported to ADB (Bangladesh Resident Mission) bi-annually.

SOCIAL SAFEGUARD SCREENING

A. GENERAL INFORMATION

Name of School/ Madrasah:

Union:

Ward Name & No.:

Upazila:

District: _____

Screening Date: _____

Names of Persons Participated in Screening: DSHE

Staff:

Local Government Representatives:

Community Members:

B. SOCIAL SAFEGUARD INFORMATION

The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:

[] All mainstream or non-indigenous/tribal peoples

[] All small ethnic community/tribal peoples

[] Majority mainstream or non-small ethnic community/tribal peoples []

Majority small ethnic community/tribal peoples

Scope of Work: ☐ Outreach stations/ resource ☐ Construction of New Building

Scope of Work: ☐ Outreach stations/ resource ☐ Construction of New Building

Scope of Work: ☐ Outreach stations/ resource ☐ Construction of New Building

centers by extension of existing school building	
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Existing Schools:	
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Toilets Number: Total Land Area (decimal/square feet):

Toilets Number: Total Land Area (decimal/square feet):

Toilets Number: Total Land Area (decimal/square feet):

Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
---------------------------	---------------------------------	---

Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
---------------------------	---------------------------------	---

Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
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	[] Others (Name):
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<i>Additional Room</i>	Number:	Total Land Area (dec/sft):
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<i>Additional Room</i>	Number:	Total Land Area (dec/sft):
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<i>Additional Room</i>	Number:	Total Land Area (dec/sft):
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Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
---------------------------	---------------------------------	---

Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
---------------------------	---------------------------------	---

Required Land Belongs to:	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners
---------------------------	---------------------------------	---

	[] Others (Name):
--	--------------------

Resource	Capacity (# of students):	Total land Area (decimals):
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Centre in CHT:

	Capacity (# of students):	Total land Area (decimals):
--	---------------------------	-----------------------------

	Capacity (# of students):	Total land Area (decimals):
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<i>Required Land is</i>	<input type="checkbox"/> School Property <input type="checkbox"/> Khas <input type="checkbox"/> Under Customary Use <input type="checkbox"/> Under Lease to small ethnic community Persons <input type="checkbox"/> Under Lease to Non-small ethnic community Persons		
Other Civil Works, if any (Describe):			
<i>If Require Lands are Private, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of Landowners/users:	
	<input type="checkbox"/> Residential Purposes	No. of household living on them:	
	<input type="checkbox"/> Business Purposes	No. of persons using the lands:	
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:	
	Name Purpose:		
<i>If Require Lands are Public, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of persons using the lands:	
	<input type="checkbox"/> Residential Purposes	No. of households using the lands:	
	<input type="checkbox"/> Business Purposes	No. of persons using the lands:	
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:	
	Name Purpose:		
New building :	Total Land Area (decimal):		
<i>Required Land Belongs to:</i>	<input type="checkbox"/> School	<input type="checkbox"/> Private Owners	<input type="checkbox"/> Land Ministry (Khas)
	<input type="checkbox"/> Other Ministries (Name):		
	<input type="checkbox"/> Other Entities (Name):		
<i>If Require Lands are Private, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of Landowners/users:	
	<input type="checkbox"/> Residential Purposes	No. of household living on them:	
	<input type="checkbox"/> Commercial Purposes	No. of persons using the lands:	
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:	
	Name Purpose:		
<i>If Require Lands are Public, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of persons using the lands:	
	<input type="checkbox"/> Residential Purposes	No. of households using the lands:	
	<input type="checkbox"/> Commercial Purposes	No. of persons using the lands:	
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:	
	Name Purpose:		

<i>If private lands are required, they will be obtained through</i>	
<input type="checkbox"/> Voluntary Donation	Agreed by Landowners: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Direct Purchase	Agreed by Landowners: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Other means (Describe):	
<i>Remarks, if any, about land availability:</i>	
<p align="center">C. ADDITIONAL INFORMATION ON SMALL ETHNIC COMMUNITIES (SECS) (IN ADDITION TO THE INFORMATION SOUGHT UNDER SECTION B)</p>	
<i>Names of SEC community members and organizations which participated in Social Screening:</i>	
<i>The would-be affected SECs have the following forms of rights to the required lands:</i>	
<input type="checkbox"/> Legal ownership	Number of SEC persons/households:
<input type="checkbox"/> Customary Rights	Number of SEC persons/households:
<input type="checkbox"/> Lease agreements with the Government	Number of SEC persons/households:
<input type="checkbox"/> Others form of Right	Number of SEC persons/households:
Describe Right:	
<i>The following are the three main economic activities of the would-be affected SEC households:</i>	
(a) (b) (c)	
<i>The following are the social concerns expressed by SEC community and organizations:</i>	
<i>The SEC community and organizations perceive the social outcomes of the scheme:</i>	
<input type="checkbox"/> Positive	<input type="checkbox"/> Negative <input type="checkbox"/> Neither Positive nor Negative

In respect of the social impacts and concerns, is there a need to undertake an additional impact assessment study?

☐ Yes

☐ No

Prepared by (Name and Designation):

..... (A DSHE staff should fill in this form)

Signature:

Date:

SPECIAL REQUIREMENTS

A. Ancestral Domains and Lands and Related Natural Resources

1. Small Ethnic Community (SEC) peoples are closely tied to land, forests, water, wildlife, and other natural resources; and therefore special considerations apply if the project affects such ties. In this situation, when carrying out the social impact assessment and preparing the SEC People's Plan (SECPP), the borrower/client will pay particular attention to the following:

- (i) the customary rights of the SEC peoples, both individual and collective, pertaining to ancestral domains, lands, or territories that they traditionally own or customarily use or occupy, and where access to natural resources is vital to the sustainability of their cultures and livelihood systems;
- (ii) the need to protect such ancestral domains, lands, and resources against illegal intrusion or encroachment;
- (iii) the cultural and spiritual values that the SEC peoples attribute to such lands and resources;
- (iv) the SEC peoples' natural resources management practices and the long-term sustainability of such practices; and
- (v) the need to rehabilitate the livelihood systems of SEC peoples who have been evicted from their lands.

2. If the project involves activities that are contingent on establishing legally recognized rights to lands and territories that SEC peoples have traditionally owned or customarily used or occupied, such as land titling projects, or the acquisition of such lands, the borrower/client will integrate an action plan for the legal recognition of customary rights to such lands, territories, and ancestral domains in the SECPP. The action plan is normally carried out before project implementation, but in some cases it may need to be formulated concurrently with the project itself. Such legal recognition may take the following forms:

- (i) full legal recognition of existing customary land tenure systems of SEC peoples or
- (ii) conversion of customary usage rights to communal and/or individual ownership rights.

3. If neither option is possible under the national law, the SECPP will include an action plan for legal recognition of perpetual or long-term renewable custodial or user rights.

4. In addition, for projects with potential impacts on SEC peoples, the borrower/client will ensure their meaningful consultation and facilitate their informed participation on matters affecting them directly, such as proposed mitigation measures, sharing of project benefits and opportunities, and implementation arrangements.

B. Consent of Affected Small Ethnic Communities

5. SEC peoples may be particularly vulnerable when project activities include (i) commercial development of the cultural resources and knowledge of SEC peoples; (ii) physical displacement from traditional or customary lands; and (iii) commercial development of natural resources within customary lands under use that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of SEC peoples. In deciding

whether to proceed with a project involving such project activities, the borrower/client will seek the consent of affected SECs.

6. For purposes of policy application, consent of affected SECs refers to a collective expression by the affected SECs, through individuals and/or their recognized representatives, of broad community support for the project activities listed in para 30. Such broad community support may exist even if some individuals or groups object to the project activities.

7. Where broad community support has been ascertained, the borrower/client will provide documentation that details the process and outcomes of consultations with SEC peoples and their organizations, including (i) findings of the social impact assessment; (ii) process of meaningful consultation with the affected SEC; (iii) additional measures, including project design modification, that may be required to address adverse impacts on the SEC peoples and to provide them with culturally appropriate project benefits; (iv) recommendations for meaningful consultation with and participation by SECs during project implementation, monitoring and evaluation; and (v) content of any formal agreements reached with SEC and/or SEC peoples' organizations. The borrower/client will submit documentation of the engagement process to Asian Development Bank (ADB) for review and for ADB's own investigation to assure itself of the existence of broad community support for the project activities. ADB will not finance the project if such support does not exist.

8. When the borrower/client and the affected SEC peoples have major disagreements relating to the design, the SECPP, or the implementation of the activities relating to commercial development of the cultural resources, physical displacement of SEC peoples, and/or to commercial development of natural resources, the borrower/client will adopt a process of good faith negotiations for resolving such differences and disagreements.

9. **Commercial Development of Cultural Resources.** If the project involves the commercial development of SEC peoples' cultural resources and knowledge, the borrower/client will ensure that the affected communities are informed of (i) their rights to such resources under statutory and customary law; (ii) the scope and nature of the proposed commercial development and the parties interested or involved in such development; and (iii) the potential effects of such development on SEC peoples' livelihoods, environment, and use of such resources. The SECPP will reflect the nature and content of agreements and will include arrangements to ensure that SEC peoples receive an equitable share of the benefits to be derived from such commercial development in a culturally appropriate way.

10. **Physical Displacement of SEC Peoples.** The borrower/client will explore to the maximum extent possible alternative project designs to avoid physical displacement of SEC peoples that will result in adverse impacts on their identity, culture, and customary livelihoods. In exceptional circumstances, when avoidance is impossible, the borrower/client will prepare an SECPP that could be combined with a resettlement plan. Such a combined plan needs to be compatible with the SEC peoples' cultural preferences and will include a land-based resettlement strategy. Where possible, the plan will allow the affected SEC peoples to return to the lands and territories they traditionally-owned or customarily-used or occupied if the reasons for their relocation cease to exist. The plan should include provisions to rehabilitate such lands, if needed.

11. **Commercial Development of Natural Resources.** If the project involves the commercial development of natural resources (such as minerals, hydrocarbons, forests, water, or hunting or fishing grounds) within customary lands under use by SEC peoples, the

borrower/client will ensure that the affected communities are informed of (i) their rights to such resources under statutory and customary law; (ii) the scope and nature of the proposed commercial development and the parties interested or involved in such development; and (iii) the potential effects of such development on the SEC peoples' livelihoods, environment, and use of such resources. The borrower/client will include in the SECPP arrangements to enable the SEC peoples to receive in a culturally appropriate manner an equitable share of the benefits to be derived from such commercial development that is at least equal to or higher than that of any other affected landowners.

C. Small Ethnic Community Peoples and Development

12. In furtherance of the objectives to benefit SEC peoples, developing member countries can ask ADB to support them in their development planning and poverty reduction strategies by providing financial assistance for a variety of initiatives, such as the following: (i) strengthen local legislation to establish legal recognition of the customary or traditional land tenure systems of SEC peoples; (ii) enhance participation by SEC peoples in the development process by incorporating their perspectives into the design of development programs and poverty reduction strategies and providing them with opportunities to benefit more fully from development programs through policy and legal reforms, capacity building, and meaningful consultations, participation, and empowerment; (iii) support the development priorities of SEC peoples through programs developed by the government in cooperation with SEC peoples; (iv) address the gender and intergenerational issues that exist among many SEC peoples, including the special needs of SEC women, youth, and children; (v) prepare participatory profiles of SEC peoples to document their culture, demographic structure, gender and intergenerational relations, social organization, institutions, production systems, religious beliefs, and resource use patterns; (vi) strengthen the capacity of SECs and their organizations to prepare, implement, monitor, and evaluate development programs; (vii) strengthen the capacity of government agencies responsible for providing development services to SEC peoples; (viii) preserve and respect SEC knowledge, including strengthening intellectual property rights; and (ix) facilitate partnerships among the government, SEC peoples' organizations, civil society organizations, and the private sector to promote SEC peoples' development programs.

Resettlement Framework

September 2013

BAN: Secondary Education Sector Investment Program

Prepared by Directorate of Secondary and Higher Education for the Asian Development Bank.

The resettlement framework is a document of the borrower. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature.

ABBREVIATIONS

ADB	Asian Development Bank
ARIPO	Acquisition and Requisition of Immovable Property Ordinance
CCL	Cash Compensation under Law
DSHE	Directorate of Secondary and Higher Education
GOB	Government of Bangladesh
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
IGA	Income Generation Activities
INGO	International nongovernmental organization
LMS	Land Market Survey
MARV	Maximum Allowable Replacement Value
MOE	Ministry of Education
MOL	Ministry of Land
NGO	Nongovernment Organization
NPIRR	National Policy on Involuntary Resettlement and Rehabilitation
PAP	Project Affected Persons
PIC	Project Implementation Consultant
PVAT	Property Valuation Assessment Team
SEC	Small Ethnic Community
SESIP	Secondary Education Sector Investment Program
SPS	Safeguards Policy Statement
SPSU	Sector Program Support Unit

GLOSSARY

Affected Person (AP)	Any juridical person, be it an individual, a household, a firm or a private or public, who on account of the execution of a project, or any of its components or subprojects or parts would have their (i) right, title or interest in any house, land (including residential, agricultural, and grazing land) or any other fixed or moveable asset acquired or possessed, in full or in part, permanently or temporarily; or (ii) business, occupation, work, place of residence or habitat adversely affected; or (iii) standard of living adversely affected.
Cash Compensation under Law (CCL)	CCL comprises all land acquisition compensation under The Acquisition and Requisition of Immovable Property Ordinance 1982. The project, to meet the Asian Development Bank's (ADB's) Policy on Involuntary Resettlement, also provides project resettlement grants in addition to CCL.
Compensation	Payment in cash or in kind to replace losses of land, housing, income, and other assets caused by a project.
Entitled Person (EP)	An entitled person (EP) is one who has lost his/her assets or income directly/indirectly due to the Project intervention and is eligible to receive compensation from the DC office and/or cash grant from Directorate of Secondary and Higher Education (DSHE).
Household (HH)	A household includes all persons living and eating together (sharing the same kitchen and cooking food together as a single-family unit).
Informal Settlers	Also called <i>Uthulies</i> , i.e., HHs living on others' land with permission.
Khas Land	In Bangladesh, claimed as Government Land.
Land Acquisition	The process whereby a person is compelled by a public agency to alienate all or part of the land he/she owns or possesses, to the ownership and possession of that agency, for public purpose in return for fair compensation.
Resettlement Framework (RF)	Adopted at the time of the Loan Agreement, the RF lays out the policy, principles, procedures and entitlements, as well as the institutional responsibilities to be followed in preparing subproject RPs under the Loan.
Resettlement Plan (RP)	A time-bound action plan with budget setting out resettlement strategy, objectives, entitlements, actions, responsibilities, monitoring and evaluation.

Mauza	A Mouza Revenue Village is the lowest unit of land administration in Bangladesh. Mouza consists of more than two villages. Alternative spelling is Mauja.
Rehabilitation	The process to restore income earning capacity, production levels, and living standards in a longer term. Rehabilitation measures are provided in the Entitlement Matrix as an integral part of the entitlements.
Relocation	The physical relocation of an affected person from his/her pre project place of residence.
Replacement Cost	The cost of replacing lost assets and incomes, including cost of transactions.
Resettlement Effects	All negative situations directly caused by a project, including loss of land, property, income generation opportunity, and cultural assets.
Severely Affected Person (SAP)	A person who will (i) lose more than 10% of total agriculture/aquaculture land holding, and/or (ii) relocate, and/or (iii) lose more than 10% of total income sources due to a project.
Union Parishad	The Union <i>Parishad</i> is one of the lowest administrative units in Bangladesh, part of a four- tier local government, namely Gram (Village) <i>Parishad</i> , Union <i>Parishad</i> , Upazila (Sub district) <i>Parishad</i> and Zila (District) <i>Parishad</i> .
Uthulies	Long-term squatters. Also called Informal Settlers, i.e., HHs on others' land with permission.
Vulnerable Households	For this project, vulnerable groups are defined as APs who suffer more – economically and socially – from relocation than other affected population. Based on past experiences from similar projects, the vulnerable groups include: (i) women-headed HHs, (ii) landless HHs (those without agricultural land and depend largely on day labor for survival), (iii) disabled HHs heads, (iv) HHs having residual agricultural land less than 1 acre or losing more than 10% of their income from agriculture due to acquisition; and (v) those APs who have gone below the poverty line due to the subproject.

I. INTRODUCTION

A. Project Description

1. Secondary Education Sector Investment Program (SESIP) supports secondary education in Bangladesh over 10 years, using a multitranche financing facility (2013–2022). The SESIP will support implementation of key reforms envisaged in the National Education Policy (2010) in a phased-manner. SESIP will also adopt a sector-wide approach that supports a government-led common secondary education program framework with enhanced harmonization of Asian Development Bank (ADB) and other development partner's assistance.

2. Support of the program will include (i) construction of additional school buildings such as classrooms and repair and maintenance, (ii) upgrading facilities to enhance use of information and communication technology for pedagogy and include construction/renovation for school information hubs, (iii) construction of upazila education offices, and (iv) construction of office building of the Directorate of Secondary and Higher Education (DSHE).

B. Purpose of Resettlement Framework

3. This is the resettlement framework prepared for the project to guide resettlement planning activities for the interventions to be finalized after ADB's Board approval of the project. The resettlement framework is prepared in accordance with the ADB Safeguard Policy Statement, 2009 (SPS).

C. Categorization: Involuntary Resettlement Impacts

4. The Tranche 1 of the program has been classified as Category C for Involuntary Resettlement. There is neither land acquisition nor displacement of the peoples. Needs of land acquisition and displacement of the peoples for subsequent tranches are unknown. As the specific locations of infrastructure or other project facilities are uncertain at the time of Board approval, this resettlement framework has been prepared to guide subproject selection, screening and categorization, social and assessment, and preparation and implementation of resettlement plans of subprojects, and to facilitate compliance with the requirements specified in the Safeguard Requirements of SPS. The classification is an ongoing process to be confirmed by ADB during the detailed design and implementation.

D. Potential Land Acquisition and Resettlement Impacts

5. Table 1 provides an overview of the program components covered under this resettlement framework and the potential land acquisition and resettlement impacts.

Table 1: Description of Component

SI No	Name of the component	Impact on Land Acquisition	Impacts on non-titleholders	Description
1	Small scale renovation works	No	N/A	This component will include small scale renovation and expand existing infrastructures in schools including classrooms and information hubs. No land acquisition will be needed. Resettlement impacts will not be envisaged.
2	Construction of Upazila Education Office Buildings	Unknown	Unknown	This component will include construction of 350 upazila education offices. Most of the required land will be government-

				owned land. In addition, small extent of private land may be required. Its resettlement impact will be minimal.
3	Construction of DSHE Office Building	No	N/A	This component will include construction of the DSHE building. No land acquisition will be needed. Resettlement impacts will not be envisaged.

DSHE = Directorate of Secondary and Higher Education.

Source: Asian Development Bank.

II. OBJECTIVES, POLICY FRAMEWORK, AND ENTITLEMENTS

A. Objective

6. The basic objectives of the resettlement framework are to: (i) guide the executing agency, the Ministry of Education (MOE), implementing agency, DSHE, and the Engineering Department of MOE in properly compensating Project Affected Persons (PAPs); (ii) serve as the binding document to ensure that affected persons will be assisted and paid compensation; and (iii) provide direction in preparing, implementing and monitoring of the resettlement plans.¹ The executing agency and the implementing agency will be responsible for ensuring the preparation and implementation of resettlement plans consistent with this resettlement framework. This framework is a formally agreed document between the Government of Bangladesh (GOB) and ADB. No changes shall be made to the resettlement framework without prior approval from ADB.

7. The Involuntary Resettlement Framework is prepared based on applicable legal and policy frameworks of the government namely Acquisition and Requisition of Immovable Property Ordinance 1982 (ARIPO), and ADB's SPS (2009).

B. Government of Bangladesh Legal Framework for Land Acquisition

8. The current legislations governing land acquisition for Bangladesh is the ARIPO 1982 and subsequent amendments during 1993–1994. The ordinance requires that compensation be paid for: (i) land and assets permanently acquired (including standing crops, trees, houses) and (ii) any other damages caused by such acquisition.

9. The Deputy Commissioner determines the market price of assets based on the approved procedure and in addition to that pays an additional 50% on the assessed value as the market price established by the Land Acquisition Officer which remains much below the replacement value. The 1994 amendment made provisions for payment of crop compensation to tenant cultivators (share croppers). The ordinance, however, does not cover PAPs without titles of ownership record, such as informal settler/squatters, occupiers, and informal tenants and lease-holders (without document), and does not ensure replacement value of the property acquired. The act has no provision of resettlement assistance and transitional allowances for restoration of livelihoods of the non-titled affected persons.

10. In 2007, a draft National Policy on Involuntary Resettlement and Rehabilitation (NPIRR) was prepared under the Ministry of Land (MOL) with the help of an ADB technical assistance. The NPIRR is designed to address and mitigate both project and non-project, i.e. river erosion and slum eviction, induced impacts and displacement with provision for appropriate assistance and rehabilitation. The NPIRR is based on the consideration that for achieving overall

¹ Resettlement plans would be prepared if any of the subprojects includes involuntary resettlement impacts that are not deemed significant. The involuntary resettlement impacts of an ADB-supported project are considered significant if 200 or more persons will experience major impacts, which are defined as (i) being physically displaced from housing or (ii) losing 10% or more of their productive assets (income generating).

socioeconomic development, it is imperative to safeguard the interest of those affected who cannot absorb the risks and costs of national development. This policy is still in the process of evaluation at MOL and further development towards legislative changes to safeguard resettlement rights by law and final approval by the government. As a result, the ARIPO 1982 is still being followed for all the cases of land acquisition and requisition throughout Bangladesh. However, the NPIRR recognizes that:

- (i) All those displaced involuntarily by either projects or non-project impacts like river erosion and eviction must be resettled and rehabilitated in a productive and sustainable manner.
- (ii) People, who are resettled, must be able, through their own efforts and/or with support as may be required, to restore or improve upon their level of living.
- (iii) Cash compensation shall be paid in development projects at replacement value to those displaced from land and other assets acquired based on established ownership and/or user rights. In addition to cash compensation and resettlement, a benefit sharing will be considered where feasible.
- (iv) Cultural and customary rights of people affected by projects are to be protected, particularly those belonging to *adibasis* (people from a small ethnic community) and ethnic minorities.
- (v) Gender equality and equity in all stages and processes of resettlement and rehabilitation will be fully respected.
- (vi) Affected persons will be informed and consulted in a transparent manner, including formal disclosure of project impacts and mitigation measures.
- (vii) Vulnerable groups, including landless, *adibasis*, poor women-headed households, physically-challenged people, elderly, and those falling below the nationally-defined poverty line (by the government) displaced by project or non-project impacts, are entitled to additional benefits and assistance in a manner that addresses their specific needs related to socioeconomic vulnerability.
- (viii) Similarly, affected persons, and/or businesses on government-leased land will be eligible for compensation for loss of access to land and sites.

C. **ADB's Involuntary Resettlement Policy**

11. The ADB's SPS 2009 summarizes Involuntary Resettlement Safeguards, as follows:

1. Safeguard Policy Statement Involuntary Resettlement Safeguards Objectives

12. To avoid involuntary resettlement wherever possible; to minimize involuntary resettlement by exploring project and design alternatives; to enhance, or at least restore the livelihoods of all displaced persons in real terms relative to pre-project levels; and to improve the standards of living of the displaced poor and other vulnerable groups.

2. Scope and Triggers

13. The involuntary resettlement safeguards covers physical displacement (relocation, loss of residential land, or loss of shelter) and economic displacement (loss of land, assets, access to assets, income sources, or means of livelihoods) as a result of:

- (i) involuntary acquisition of land or
- (ii) involuntary restrictions on land use or on access to legally designated parks and protected areas.

14. It covers them whether such losses and involuntary restrictions are full or partial, permanent or temporary.

3. Policy Principles

15. Below are the policy principles to be followed:

- (i) Screen the project early on to identify past, present, and future involuntary resettlement impacts and risks. Determine the scope of resettlement planning through a survey and/or census of displaced persons, including a gender analysis, specifically related to resettlement impacts and risks.
- (ii) Carry out meaningful consultations with affected persons, host communities, and concerned nongovernment organizations (NGOs).
- (iii) Inform all displaced persons of their entitlements and resettlement options.
- (iv) Ensure their participation in planning, implementation, and monitoring and evaluation of resettlement programs.
- (v) Pay particular attention to the needs of vulnerable groups, especially those below the poverty line, the landless, the elderly, women and children, and people from small ethnic communities, and those without legal title to land, and ensure their participation in consultations.
- (vi) Establish a grievance redress mechanism to receive and facilitate resolution of the affected persons' concerns.
- (vii) Support the social and cultural institutions of displaced persons and their host population.
- (viii) Where involuntary resettlement impacts and risks are highly complex and sensitive, compensation and resettlement decisions should be preceded by a social preparation phase.
- (ix) Improve, or at least restore, the livelihoods of all displaced persons through:
 - a. land-based resettlement strategies when affected livelihoods are land-based where possible or cash compensation at replacement value for land when the loss of land does not undermine livelihoods;
 - b. prompt replacement of assets with access to assets of equal or higher value; and
 - c. prompt compensation at full replacement cost for assets that cannot be restored and additional revenues and services through benefit sharing schemes where possible.
- (x) Provide physically and economically displaced persons with needed assistance, including the following:
 - if there is a relocation, secured tenure to relocation land, better housing at resettlement sites with comparable access to employment and production opportunities, integration of resettled persons economically and socially into their host communities, and extension of project benefits to host communities;
 - transitional support and development assistance, such as land development, credit facilities, training, or employment opportunities; and
 - civic infrastructure and community services, as required.
- (xi) Improve the standards of living of the displaced poor and other vulnerable groups, including women, to at least national minimum standards. In rural areas, provide them with legal and affordable access to land and resources, and in urban areas provide them with appropriate income sources and legal and affordable access to adequate housing.

- (xii) Develop procedures in a transparent, consistent, and equitable manner if land acquisition is through negotiated settlement to ensure that those people who enter into negotiated settlements will maintain the same or better income and livelihood status.
- (xiii) Ensure that displaced persons without titles to land or any recognizable legal rights to land are eligible for resettlement assistance and compensation for loss of non-land assets.
- (xiv) Prepare a resettlement plan elaborating on displaced persons' entitlements, the income and livelihood restoration strategy, institutional arrangements, monitoring and reporting framework, budget, and time-bound implementation schedule.
- (xv) Disclose a draft resettlement plan, including documentation of the consultation process in a timely manner, before project appraisal, in an accessible place and a form and language(s) understandable to affected persons and other stakeholders. Disclose the final resettlement plan and its updates to affected persons and other stakeholders.
- (xvi) Conceive and execute involuntary resettlement as part of a development project or program. Include the full costs of resettlement in the presentation of project's costs and benefits. For a project with significant involuntary resettlement impacts, consider implementing the involuntary resettlement component of the project as a stand-alone operation.
- (xvii) Pay compensation and provide other resettlement entitlements before physical or economic displacement. Implement the resettlement plan under close supervision throughout project implementation.
- (xviii) Monitor and assess resettlement outcomes, their impacts on the standards of living of displaced persons, and whether the objectives of the resettlement plan have been achieved by taking into account the baseline conditions and the results of resettlement monitoring. Disclose monitoring reports.

D. Project's Policy for Resettlement Framework

16. In the absence of an approved government policy consistent with ADB's SPS 2009, this project-specific resettlement framework has been prepared. The resettlement framework will apply to all subprojects to be prepared and approved under the project. This will ensure that affected persons impacted by land acquisition – whether it is owned land or occupied through formal or informal agreement or without any title or agreement – will be eligible for appropriate compensation covering replacement value of their assets.

17. The resettlement framework reflects the government land acquisition laws/regulations as well as ADB's recent SPS, which covers environmental, involuntary resettlement and small ethnic communities' (SECs) policies. The resettlement framework stipulates eligibility and provisions for all types of losses, including land (land in this project, SEC common land), crops, trees, fisheries and fish ponds, structures, business, employment (workdays and wages) and social infrastructure. Table 2 illustrates types of losses usually identified in any project and eligibility for compensation by the PAP under three policies namely GOB, ADB, and to be followed for in this project.

Table 2: Types of Losses Eligible for Compensation under ARIPO/GOB Ordinance (1982), ADB Policy, and Applicable in SESIP

SI No	Types of Losses/Assistance Eligible for Compensation	GOB Ordinance	ADB Policy	SESIP
1	Loss of land by titled owners, RV/ CCL	Yes (CCL)	Yes (RV)	Yes (RV)
2	Loss of land by customary land owners (SECs)	No	Yes (RV)	Yes (RV)

SI No	Types of Losses/Assistance Eligible for Compensation	GOB Ordinance	ADB Policy	SESIP
3	Loss of property on titled land	Yes (CCL)	Yes (RV)	Yes (RV)
4	Loss of house or other built structures on owned land	Yes (CCL)	Yes (RV)	Yes (RV)
5	Loss of crops	Yes (CCL)	Yes (RV)	Yes (RV)
6	Loss of trees, perennials, and ponds	Yes (CCL)	Yes (RV)	Yes (RV)
7	Loss of house or other built structures on others' land	No	Yes	Yes
8	Loss of property on land without title	No	Yes	Yes
9	Salvage materials	No	Yes	Yes
10	Shifting cost for relocation	No	Yes	Yes
11	Loss of workdays, income, employment (i.e. wage, labor) due to dislocation and relocation, loss of access to work	No	Yes	Yes
12	Assistance to improve or at least restore former living standards, income, and productive level	No	Yes	Yes
13	Especially income restoration assistance to women/vulnerable people	No	Yes	Yes
14	Assistance for restoration of community land/forest/facilities	No	Yes	Yes

ADB = Asian Development Bank, ARIPO = Acquisition and Requisition of Immovable Property Ordinance, CCL = cash compensation under law, GOB = Government of Bangladesh, RV = replacement value, SEC = small ethnic community, SESIP = Secondary Education Sector Investment Program.

Source: Asian Development Bank.

18. ADB policy requires that PAPs and affected communities will be compensated and assisted through replacement of acquired land, property, housing, infrastructure, resources, income sources, and services, in cash or in kind, so that their economic and social circumstances will be at least restored to the pre-project level. All compensation is based on the principle of replacement cost as guided by ADB's SPS. In the continued absence of a National Resettlement Policy in Bangladesh, the SPS will form the basis for the project's resettlement framework.

19. This resettlement framework has been adopted to provide guidance on the project's resettlement and rehabilitation issues in any subproject, and this will be a model for all future subprojects to be prepared for this ADB-financed project. This will ensure that persons affected by land acquisition, whether titled or non-titled, will be eligible for appropriate compensation/resettlement benefits. Persons having no legal title but using the land – if acquired for the project use – will be provided with compensation and resettlement benefits for structures and assets. Compensation will also be extended to affected persons for loss of any asset including structures, trees, plants, or crops. The resettlement framework also endorses an income restoration strategy for vulnerable affected persons. In addition to cash assistance, the resettlement framework will include opportunities for income generation activities for severely affected persons' income restoration.

20. If any of the subprojects anticipate involuntary resettlement impacts, the subproject's resettlement planning and implementation will be carried out in full consultation with the affected persons, and all efforts will be made to minimize disruption during project implementation. Affected person's preferences will be taken into account in the selection of alternative relocation sites (if any). A census will be conducted once the details of subproject works have been identified. The date of the census will become the Cut-Off Date for resettlement benefits and any encroachers or informal settlers after the date will not be entitled to resettlement benefits. For the title-holders, notification by the Deputy Commissioner under Section 3 of the 1982 Ordinance will constitute the Cut-Off Date.

B. Eligibility and Entitlements

1. Eligibility

21. All affected persons who are identified in the project-impacted areas on the cut-off date will be entitled to compensation for their affected asset and rehabilitation measures sufficient to assist them to improve or at least maintain their pre-project living standards, income-earning capacity, and production levels. Those who would encroach into the subproject area after the cut-off date will not be entitled for compensation or any other assistance. The Sector Program Support Unit (SPSU) will take video and photo documentation to ensure documentation of entitled persons on or before the cut-off date. The cut-off date shall be as follows:

- (i) Titleholders, the cut-off date for compensation under law (Ordinance II of 1982 with amendments) is the date of service of public notice under section 3, or the date of joint verification by the Joint Verification Team comprising the Deputy Commissioner of respective districts and representative of the executing agency, whichever is earlier (the legal cut-off date).
- (ii) Non-titleholders, the date of census survey and inventory of losses conducted by international nongovernmental organizations (INGO)² on completion of the detailed designs will be considered “cut-off” date for eligibility for any non-titled persons impacted.

2. Entitlements

22. An entitlement matrix has been prepared on the basis of experience in other service providing projects in district headquarters and currently known impacts (Table 3). If new impacts are identified later during preparation of resettlement plans for future subprojects then such losses will be included in the entitlement matrix and the resettlement plan will be revised appropriately.

23. By adopting the project’s land acquisition and resettlement policy, all the affected people irrespective of their legal status, will be compensated for any kind of loss caused due to project implementation. The losses will cover loss of property (land, structure, trees, crops, common property resources and others), livelihood, and other unanticipated losses. They will receive compensation at replacement rate as assessed by the census and Socio Economic Survey, Land Market Survey (LMS), Structure Replacement Value Survey, and Tree Valuation Survey. Based on these survey data and through own assessment, the Property Valuation Assessment Team (PVAT) will determine the Maximum Allowable Replacement Value (MARV) of the lost property.

24. The Deputy Commissioner will compensate cash compensation under law (CCL) according to GOB’s regulations for loss of property on registered land; and an additional grant will be paid by DSHE through the INGO to cover the MARV. The DSHE will also provide grants through the INGO to affected persons who are tenant or lease holders but do not own any land. The DSHE will also provide grants to squatters/informal settlers/encroachers or affected persons without any legal status according to GOB ordinances if they are confirmed by project census as users of the acquired land.

25. The entitlement matrix also addressed loss of access to income, livelihood, and common property resources or any utility services by the affected persons. The DSHE will take appropriate measures to restore lost livelihood through providing training or other appropriate support for the affected persons. Special attention has been given in the entitlement matrix for the vulnerable affected persons, including female-headed households, families with disabled members, and others. Vulnerable households will qualify for additional assistance/grant, as specified in the entitlement matrix.

² Implementing nongovernment organization, engagement is subject to provision in the scope of the project.

Table 3: Compensation and Entitlement Covering All Types of Losses

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
1	Loss of agricultural land, pond, ditches, orchards, etc.	Legal owner(s) of land	<ul style="list-style-type: none"> i. Replacement value of land CCL and additional grant to cover the market value of land as MARV at market price to be determined by PVAT ii. Refund of stamp duty & registration cost incurred for replacement land purchase at the replacement value iii. Any remaining land (after acquisition) will be re-surveyed and amended titles provided at no cost 	<ul style="list-style-type: none"> i. Assessment of quantity and quality of land by JVS ii. Assessment CCL iii. Assessment of Market Value by LMS iv. Updating of title of the affected persons v. Payment of CCL vi. PAPs will be fully informed of the entitlements and procedures regarding payments vii. Additional cash grant to be paid to cover the current market price of land compensation based on average annual value collected from sub-register office viii. Stamp duty and registration fees will be due to an EP in case of land is purchased within one year from the date of receiving full compensation for land 	<ul style="list-style-type: none"> i. DC/JVT ii. PVAT iii. DC iv. PVAT v. DC/LAO/PIA vi. DC/PIA vii. DC/PIA viii. DSHE/PIA
2	Loss of access to cultivable land by owner cultivator/ tenant/ share cropper/ unauthorized occupant of land	Tenants/share cropper/ Legal owner/ owner/socially recognized owner/ lessee/ unauthorized occupant of land	<ul style="list-style-type: none"> i. Compensation for standing crops to owner cultivator/ sharecroppers or lessees as determined by PVAT ii. Cash grant equivalent to 1 year income from land for titled/ non-titled lease holders or users as determined by PVAT iii. Owner to take away the crop 	<ul style="list-style-type: none"> i. All the individuals identified by the JVS as tenants of sharecroppers of land ii. Grant to be paid after taking possession of land and the legal/socially recognized owner is paid CCL for land and on certification of receipt by legal/socially recognized owner 	<ul style="list-style-type: none"> i. DC/ JVT/ PVAT ii. DC iii. DSHE/NGO iv. DSHE/NGO/ GRC/INGO

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
				<ul style="list-style-type: none"> iii. Additional cash grant to cover current market value of crop compensation as prescribed by PVAT in case of private owner himself cultivating crop iv. Crop compensation and the crop will be shared between owner and sharecropper as per terms of sharecropping in case of privately owned land/socially recognized owner v. In case of dispute over verbal agreement on sharecropping, certification from the elected representative will be considered as legal document 	
3	Loss of homestead/ residential/ commercial/ CPR plots by owners/ authorities	Legal owner(s) of the land	<ul style="list-style-type: none"> i. Replacement value of land (CCL plus 50% premium as per law and additional grant to cover the market value of land as MARV) at market price to be determined by PVAT ii. Refund of stamp duty & registration cost incurred for replacement land purchase at the replacement value iii. Relocation facilities at Resettlement Village to be provided by DSHE iv. 25% above the MARV for developing the land at the place of new establishment 	<ul style="list-style-type: none"> i. Assessment of quantity and quality of land by JVS ii. Assessment of CCL iii. Assessment of Market Value by LMS iv. Updating of title of the affected persons v. Payment of CCL plus 50% premium vi. PAPs will be fully informed of the entitlements and procedures regarding payments vii. Additional cash grant to be paid to authorized member of the management committee cover the 	<ul style="list-style-type: none"> i. DC/JVT/ PVAT ii. DC iii. PVAT iv. DC/LAO/ SPSU v. DC/PIO vi. DC/PIA vii. DSHE/NGO viii. DSHE/SPSU

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
				<p>current market price of land/crop compensation based on average annual value as approved by Ministry</p> <p>viii. Stamp duty and registration fees will be due to an EP in case of land is purchased within one year from the date of receiving full compensation money against land</p>	
4	Loss of Trees/ Perennials/ fish stocks	<p>i. Person with legal ownership of the land</p> <p>ii. Socially-recognized owner/ unauthorized occupant of the trees/ fishes</p>	<p>i. Cash compensation at market rates for replacement of trees/ perennials/ fish stocks value</p> <p>ii. For fruit bearing trees - compensation as determined by PVAT, this would include the expected fruit production from a mature tree for the period of time it is required to establish growth, plus the establishment costs of a tree to similar maturity.</p> <p>iii. For timber trees - Compensation as determined by PVAT, this will include the value of timber volume expected in the future, plus the establishment costs of a tree to similar maturity</p> <p>iv. Compensation for fish stocks as determined by PVAT</p> <p>v. 5 saplings will be distributed among each affected household,</p>	<p>i. CCL for trees will be calculated by the DOF; assessment of loss and market value of affected trees by PVAT</p> <p>ii. Payment of CCL for trees</p> <p>iii. Additional compensation beyond CCL will be paid by DSHE/INGO</p> <p>iv. Cost of seedlings and value of yearly production of fruits will be determined by PVAT</p>	<p>i. DC/DOF/JVT/ PVAT</p> <p>ii. DC</p> <p>iii. DSHE/SPSU</p> <p>iv. DSHE/SPSU</p>

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
			for losing each tree. vi. Owners will be allowed to cut and take away their trees, perennial crops/ fishes etc. free of cost without delaying the project works		
5	Loss of residential /commercial structure by owner(s)	Legal Title holder(s) of structures	i. Replacement cost of structure at market price, without depreciation, as determined by PVAT ii. Transfer grant @ Tk12.50% of the replacement value of structure assessed by PVAT iii. Reconstruction grant @ Tk12.50% of the replacement value of structure assessed by PVAT v. Utility services (electricity, gas, water supply etc.) loss grant @ 5% of PVAT amount, and re-connected by the project if possible vi. Owners to take away all salvage materials free of cost	i. Verification of JVS and other records ii. PAPs will be fully informed about their entitlements and assisted to obtaining it iii. The affected households will be relocated in resettlement sites, if at all provided by DSHE iv. Payment of Structure Transfer and Reconstruction Grant v. For any new construction, electricity, gas, water supply, etc. to be developed	i. DC/JVT/PWD ii. DSHE/PIA iii. DSHE/PIA iv. DSHE/PIA v. DSHE/PIA
6	Loss of residential /commercial structure by squatters and unauthorized occupants	Informal settlers / squatters / non-titled PAPs occupying public land without title/ or squatting on government land	i. Replacement value of structure at market price determined by PVAT ii. Transfer grant @ Tk.12.50% of the replacement value of structure assessed by PVAT iii. Reconstruction grant @ Tk.12.50% of the replacement value of structure assessed by PVAT ...	i. Verification of JVS and PVAT data ii. Option of relocation of the affected households in resettlement site to be provided by DSHE @ gross 2.5 decimal plot per households in the name of husband and wife where applicable (if resettlement site is developed) iii. They will be treated as Vulnerable	i. DSHE/PIA/PWD ii. DSHE/PIA iii. DSHE/PIA iv. DSHE/PIA

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
				<p>PAPs, and will be given a grant of an amount of Tk10,000 to each PAH</p> <p>iv. For any new construction electricity, gas, water supply etc. to be developed</p>	
7	Loss of access to Residential houses/ commercial structures (Owners/ rented or leased)	Owners of rented out and tenants of rented in properties	<p>i. One time cash grant to owners for facilitating alternative housing/CBEs equivalent of two month rent value with minimum Tk5,000 per household or entity</p> <p>ii. Shifting allowance per household based on family members @ Tk500 per member with minimum Tk2,000 and maximum Tk4,000 per household: for tenants</p>	<p>i. Verification of JVS and records</p> <p>ii. Shifting allowance will be paid on relocation from project site</p>	<p>i. DSHE/PIA</p> <p>ii. DSHE/PIA</p>
8	Loss of business by CBEs due to dislocation	Owner/operator of the business as recorded by JVS	<p>i. Business restoration grant to be determined by JVT/PVAT subject to minimum of Tk50,000 and maximum of Tk2,00,000 per unit for medium BEs and Tk25,000 to Tk50,000.00 per unit for small Bes; other parameters will be determined by JVT/PVAT to define medium and small BEs</p>	<p>i. All persons recorded by the JVS</p> <p>ii. Cash grant to be paid while taking possession of land</p>	<p>i. DSHE/PIA</p> <p>ii. DSHE/PIA</p>
9	Loss of Income and work days due to displacement	Employees/Daily wage earners identified by the JVT	<p>i. Cash grant to the affected employees/wage earners equivalent to 90 days wage @ Tk300 for unskilled and Tk500 for skilled laborers</p> <p>ii. Preferential employment in the project construction work, if available</p>	<p>i. All persons recorded by the JVS</p> <p>ii. Cash grant to be paid while taking possession</p> <p>iii. Involvement of the incumbents in project civil works</p> <p>iv. Involvement in job/ fish culture / livestock and poultry/ horticulture/ welding/ mechanics/ plant cultivation/ social forestry on road side land</p>	<p>i. DSHE/PIA</p> <p>ii. DSHE/PIA</p> <p>iii. DSHE/PIA</p> <p>iv. DSHE/PIA</p>

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
10	Poor and vulnerable households	Poor and vulnerable households including informal settler, squatters /women headed household without elderly son/ non-titled PAPs identified by JVT	<ul style="list-style-type: none"> i. Additional cash grant of Tk15,000 for affected women-headed households and Tk10,000 for other vulnerable households (the amount more than national minimum standard) ii. For training Tk10,000 per PAP nominated by PAH for income generation activity 	<ul style="list-style-type: none"> i. Identification of vulnerable households as per guide line ii. Income restoration schemes as outlined separately for vulnerable households iii. Arrange training on income generating activities 	<ul style="list-style-type: none"> i. PIA ii. PIA iii. DSHE/PIA
11	Displacement of community structure (CPR)	Community structure representative as identified by the JVT	<ul style="list-style-type: none"> i. Replacement value of structure at market price determined by PVAT ii. Replacement value of structure at market price determined by PVAT iii. Transfer grant @ 12.50% of the replacement value of structure assessed by PVAT iv. Reconstruction grant @ 12.50% of the replacement value of structure assessed by PVAT v. Utility services (electricity, gas, water supply etc.) loss grant @ 5% of PVAT amount, and re-connected by the project if possible vi. Cash grant @ of 25% of MARV per CPR for facilitating establishment of a better one vii. Owners to take away all salvage materials free of cost viii. New CPR will be established by 	<ul style="list-style-type: none"> i. Assessment of CCL ii. Replacement value of structure assessed by PVAT iii. Payment of additional cash grant for reconstruction or improvement to match the replacement value of CPR and transfer/ shifting grant iv. For any new construction electricity, gas, water supply etc. net to be developed v. Demolition of CPR to be avoided as far as possible vi. New CPR will be established with a better quality 	<ul style="list-style-type: none"> i. DC/JVT ii. DC/DSHE/SPSU iii. DSHE/PIA iv. DSHE/SPSU v. DSHE/SPSU vi. DSHE/SPSU

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
			the project in a new location provided by SESIP		
12	Access to community/ civic facilities at resettlement sites	Households identified by JVT	i. Community infrastructure facilities, access roads, plantation, tube-wells, sanitary latrines, and drainage	i. Conduct a need-based survey among the affected households to be relocated ii. Keep provision in the agreement with the Civil Contractor for providing civic facilities in resettlement sites	i. PIA ii. DSHE/PIA
13	Temporary impact during construction	Community/ Individual	i. The contractor shall bear the cost of any impact on structure or land due to movement of machinery and in connection with collection and transportation of materials iii. All temporary use of lands outside proposed ROW to be advised through written approval of the landowner and contractor iv. Land will be returned to owner, rehabilitated to original or preferably to better standard v. Any lands used temporarily will be leased at market rates and returned in the same or better condition; buildings cannot be temporarily destroyed and are subject to the same entitlements as outlined in Item temporarily destroyed, and are subject to the same entitlements	i. Community people should be consulted before starting of construction regarding air pollution, noise pollution and other environmental impact ii. The laborers in the camp would be trained about safety measures during construction, aware of health safety, STDs, safe sex etc.; the contractor shall ensure first aid box and other safety measures like condoms at construction site	i. Contractor/ DSHE/PIA ii. Contractor/ DSHE/PIA
14	Adverse impact mitigation on the host	The host community/host people where displaced people to be relocated	i. Provision for tube well for drinking water, sanitary latrine, school building	i. Conduct a need based survey in the host community regarding availability of such community facility	i. PIA ii. DSHE/SPSU

Item No.	Type of loss	Entitled Persons (Beneficiaries)	Entitlement (Compensation Package)	Implementation issues/Guidelines	Organization Responsible
	community due to relocation of PAPs		ii. Digging of pit, rain / surface water pond for all purpose water use.	ii. Project should keep provision to construct common resource properties in the host community	
15	Unforeseen impact	Concerned impacted	i. Determined as per policy on unique findings at detailed design stage	i. It should be mitigated in the light of others related issues	i. DSHE/PIA

BE = Business Enterprise, CBE = commercial business enterprise, CCL = cash compensation under law, CPR = community property resources, DC = Deputy Commissioner, DOF = Department of Forest, DSHE = Directorate of Secondary and Higher Education, EP = entitled person, GRC = Grievance Redress Committee, INGO = international nongovernmental organization, JVS = Joint Verification Survey, JVT = Joint Verification Team, LAO = Land Administration Officer, MARV = maximum allowable replacement value, NGO = nongovernment organization, PIA = Project Implementing Agency, PVAT = Property Valuation Advisory Team, LMS = Land Market Survey, PAH = Project Affected Household, PAP = project affected person, , PWD = Public Works Department, ROW = Right of Way , SESIP = Secondary Education Sector Investment Program, SPSU = Sector Program Support Unit, STD = sexually transmitted disease.

Source: Asian Development Bank.

C. Land Use Principles

26. As mentioned in Table 1 of para 5, DSHE will select to improve existing or build new schools / District Upazila Education Office building and design and implement them in manners to avoid or minimize use of private and public lands in accordance with the following principles:

- (i) Where land for civil works is required, DSHE will consider to:
 - a. use as much public lands as possible;
 - b. completely avoid displacement from private homesteads;
 - c. avoid or minimize displacement of homesteads from public lands;
 - d. use lands of lower value in terms of productivity and uses;
 - e. avoid affecting premises that are used for business/commercial activities; and
 - f. avoid affecting religious sites like places of worship, cemeteries, and structures that are socially and historically important.
- (ii) Will not undertake civil works that will significantly restrict access of communities, especially the socioeconomically vulnerable members to common property resources that have been a source of their livelihood.

D. Guidelines for Obtaining Private Lands

27. DSHE will obtain private lands in compliance to the following guidelines:

1. Voluntary Private Donation

28. DSHE will seek for private lands on donation where landowners agree to voluntarily donate them without the fear of adverse consequences. Specific guidelines that will be followed are:

- (i) Donations will be voluntary and the landowners will have the right to refuse donations without the fear of reprisal.
- (ii) Donations will not be sought from small and marginal landowners who might be made impoverished by the action.
- (iii) Donations will not impact on the livelihoods of vulnerable groups; and if so community developed mitigation measures are acceptable to all entitled persons.
- (iv) Where donations are required, the concerned landowners will be consulted very early in the process leading to the formulation of the civil works program.
- (v) Will ensure that the donated lands are free of legal disputes and claims, and legally document the donations with the information required by land administration.
- (vi) The donated land will be transferred in the name of the recipient through the existing legal mechanism prevalent in the country
- (vii) An agreement will be drawn up and signed between the donor of the land and the recipient reflecting the details and conditions of the transaction and signed by a witness. The donation would be well documented in any one of the following manners:
 - a. recorded in the local sub-registry office in the regular process of land registration, to establish the ownership by the school/ DSHE. In such

case a registration fee would be applicable (budget provision to be kept in DSHE's revenue head).

b. transaction done locally and documented in the Judicial Stamp in front of third party witness. All the relevant documents along with signed stamps are received by the Upazila Nirbahi Officer on behalf of DSHE.

(viii) Will share with ADB the legal records of donations for all civil works contract packages.

2. Direct Purchase from Landowners on 'Willing Buyer-Seller' Basis

29. To avoid the lengthy acquisition process, DSHE may also consider purchasing lands directly from the private landowners, as per the following guidelines:

- (i) If the landowners agree to sell lands on a 'willing buyer-seller' basis. This means that the landowners will not be forced directly or indirectly to sell their lands, or at prices lower than the current market rates.
- (ii) Advertisement in local newspapers for the required land by DSHE might be a good option to allow the willing sellers to come forward to sell their lands.
- (iii) Prices will be negotiated openly and paid transparently in the presence of community leaders and organizations, INGOs, and others who are respected for fairness and integrity.
- (iv) DSHE will ensure that any negotiations with displaced persons openly addresses the risks of asymmetry of information and bargaining power of the parties involved in such transactions. For this purpose, DSHE will engage an independent external party to document the negotiation and settlement process. Minutes of negotiations will be prepared with names and address of the participants. This, along with the legal purchase records and evidence of payment, will be shared with ADB for all contract packages.
- (v) Negotiated settlement with land holders is the most desired option for acquiring a land which has the potential to accelerate the progress of overall project works. The safeguard requirement of ADB for involuntary resettlement will not trigger in the case of negotiated settlement, unless expropriation would result upon the failure of negotiations.

3. Acquisition of Private Land & Resumption of Public Lands

30. DSHE will acquire private lands through government land acquisition mechanism in cases of absolute need and infeasibility of other options. Consistent with the current practice, acquisitions will be made under the Bangladesh ARIPO 1982 and safeguard requirement on Involuntary Resettlement. The ordinance will legalize the acquisitions in the country's land administration system and the safeguard requirement will be used to adopt and implement impact mitigation measures in keeping consistence with the safeguard requirement and DSHE.

31. Will follow the principles and guidelines provided in paragraph 26, to acquire private lands and resume public lands from private uses and adopt impact mitigation measures.

- (i) Where portion of a plot remaining after acquisition becomes economically unviable, the landowner will have the option to offer the entire plot to acquisition.

III. SOCIOECONOMIC INFORMATION

A. Census Survey

32. The SPSU, with assistance from the Project Implementation Consultant (PIC) and the Resettlement Plan implementing I/NGO will conduct a detailed census and inventory of all losses based on detailed engineering design.

B. Gender Consideration

33. During disbursement of assistance and compensation, priority will be given to female-headed households. In addition to the measures provided for addressing the gender concerns of the affected households, the resettlement plan will be implemented in consonance with the Gender Action Plan for the project. Additional assistance will be provided for all the female-headed households who will be considered as a vulnerable group.

C. Methods of Determining Compensation and Replacement Costs

34. **Replacement Value of Land.** All lands proposed to be acquired under this project will be compensated as per government and ADB policies (i.e. replacement cost). The calculation of full replacement cost will be based on the following elements: (i) fair market value, (ii) transaction costs, (iii) interest occurred, (iv) transitional and restoration costs, and (v) other applicable payments. The PIC will prepare site plan overlays on the cadastral map to define the area to be acquired. This forms part of the application to the Deputy Commissioner for preparation of land acquisition proposal. The Deputy Commissioner will then decide the cost of land in consultation with the displaced person. The land valuation process will consist of two different values – (i) the deed of sale records and (ii) the expected price. The Deputy Commissioner will generate the deed of sale record based on the past 12 months' transactions in the area or in the vicinity of the mouza. The Deputy Commissioner will also attempt to consult with willing buyers or sellers in the area to collect the expected price of the land. The findings of these processes are to be fully disclosed to the displaced persons. Based on these rates, the Deputy Commissioner will derive a price which will be mouza rate of the land. The Deputy Commissioner will also add a 50% premium to mouja rate as per provisions of ARIPO. By combining these two values, CCL for the land will be determined and will be paid by the project through the Deputy Commissioner. If the quantum of land under one land proposal exceeds 50 bigha (equivalent to 1650 decimal), the proposal requires approval from the MOL, which would be unlikely for the program.

35. On the other hand, the Project Implementing Agency and INGO will conduct an LMS to assess the existing market price in the locality by collecting information from potential seller, buyer, local elites, as well as the land registration office. After having both prices, the land prices will be placed to the PVAT headed by the representative from the SPSU, Deputy Commissioner's office, and INGO. The PVAT will review the prices and will finalize the replacement value, also called MARV. The CCL will be paid by the Deputy Commissioner and the additional money to fill up the gap between the MARV and CCL will be paid by the project through the SPSU and/ or INGO. If the displaced person is not satisfied with this rate, he/she can place his/her grievance to the Grievance Redress Committee (GRC) through the INGO or other mechanism developed in the project.

36. **Replacement Value of Structure.** The compensation for immovable properties will be

determined on the basis of replacement cost as of date without depreciation, based on the most updated Schedule of Rates by the Public Works Department, GOB. The replacement costs of structure for the resettlement plan budget will arrive based on the plinth area rates of the Public Works Department Schedule of Rates (13th edition), effective 1 October 2011). Updating to current rates will be done through an annual increase of 5%³ on the 2011 base rate.

37. **Trees and Crops.** The SPSU, in coordination with the Deputy Commissioner, will conduct the survey on unit prices of trees and crops in consultation with agriculture/horticulture/forest department. The compensation for crops will be calculated based on the projected yield and current market rate. The unit prices for compensation of different species of fruit trees will be based on the market values of their fruits and for tree producing timber. This will be based according to their species, age, and quality. The cost will be collected after consultation with the forest divisional office.

38. **Livelihood and Sources of Income.** The detailed information on livelihood and monthly/yearly income of the displaced/affected persons will be collected through census. These can be verified through focus group discussions and stakeholders' meetings followed by a verification of their income data based on the tax payment. In the absence of authentic income statements as proof, the unit price will be decided during the survey based on co-relation of income, expenditure, and savings data rates of comparable livelihoods/businesses.

IV. CONSULTATION, PARTICIPATION AND DISCLOSURE

39. The SPSU will conduct a meaningful consultation with affected persons, their host communities, and civil society for every subproject identified as having involuntary resettlement impacts. Meaningful consultation will take place through a series of consultation all through the project cycle from inception to post project period that (i) begins early in the project preparation stage and is carried out in an ongoing basis through the project cycle; (ii) provides timely disclosure of relevant and adequate information that is understandable and readily accessible to affected persons; (iii) is undertaken in an atmosphere free of intimidation or coercion; (iv) is gender-inclusive and responsive, and tailored to the need of disadvantaged and vulnerable groups; and (v) enables the incorporation of all relevant views of affected persons and others stakeholders into decision making, such as project design, mitigation measures, the sharing of development benefits and opportunities, and implementation issues. Consultation will be carried out in a manner commensurate with the impacts on affected communities. With assistance from the implementing NGO and PIC Resettlement Specialist, the SPSU will continue to arrange public consultations and take the following steps:

- (i) SPSU will organize public meetings and will appraise the communities about the progress in the implementation of resettlement, social, environmental and SECs' development activities (if applicable).
- (ii) SPSUs will organize public meetings to inform the community about the compensation and assistance to be paid.
- (iii) All monitoring and evaluation reports of the resettlement components of the project will be disclosed in the same manner as that of the resettlement plan.
- (iv) Attempts will be made to ensure that vulnerable groups and affected persons understand the process and to take their specific needs into account.

³ The annual rate increase is based on the comparative analysis between plinth area rates of 2008 and 2011.

40. To provide for more transparency in planning and for further active involvement of affected persons and other stakeholders, the project information will be disseminated through disclosure of resettlement planning documents. A summary resettlement plan will be translated and disclosed in publicly accessible locations shortly after the government's endorsement of the draft resettlement plan. During implementation, a resettlement information leaflet will be made available in local language (Bangla) and at the same time will be distributed to affected persons. The leaflet will be a 2-3 page document in Bangla containing information on the cut-off date, compensation, entitlement, and resettlement management adopted for the project. The SPSUs will keep the displaced persons informed about the impacts, compensation, and assistances proposed for them and facilitate grievance redressed. The resettlement plan will also be made available at a convenient place, especially the district offices of DSHE and at other key accessible locations (as secondary and higher schools of respective districts) convenient to the affected persons. A draft resettlement plan or due diligence report, endorsed by the executing agency, will be approved and disclosed by ADB before its Management Review Meeting of each tranche. A copy of the resettlement plan will be disclosed on the ADB website.

41. The executing agency will submit the following documents to ADB for disclosure on its website:

- (i) draft resettlement plan and/or resettlement framework endorsed by the executing agency before project appraisal;
- (ii) final resettlement plan endorsed by the executing agency after the census of affected persons has been completed;
- (iii) new or updated resettlement plan and a corrective action plan prepared during project implementation, if any; and
- (iv) resettlement monitoring reports.

V. INCOME RESTORATION AND RELOCATION

42. Income restoration assistance to the displaced persons includes both short and medium-term strategies. The entitlement matrix contains provisions for alternative income generation/skill development and other enabling strategies through which affected persons can either continue their previous occupation or can start a new venture or undertake an alternative occupation. The basic objective behind the income and livelihood restoration activities and schemes is to restore the economic status of the affected persons enjoyed prior to the project, in line with the requirements of SPS 2009. As a result, in addition to providing compensation and resettlement benefits, appropriate support measures will be included for income and livelihood restoration of those affected.

A. Income and Livelihood Restoration Measures

43. All persons losing their livelihood or places of generating income as a result of the project will be supported with income and livelihood restoration assistance for subsistence and include the following measures:

- (i) compensation for land and other lost assets is paid in full prior to relocation;
- (ii) temporary or short-term employment in construction activities;
- (iii) special assistance appropriate to vulnerable groups such as women, elderly, and disabled; and

- (iv) special measures to assist people to retain their Income Generation Activities (IGA) and continue in their work and employment.

44. The vulnerable affected persons, including those experiencing indirect or secondary impact, will be eligible for assistance due to loss of employment/wage because of dislocation. DSHE is to arrange training and credit support IGA for sustainable income restoration of the eligible members of affected person families. The poor and the vulnerable affected persons will be covered under IGA through Human Resource Development and Occupational Skill Development training and subsequent credit support. The resettlement plan will have provisions to provide assistance to affected businesses to restore and regain their businesses. All businesses irrespective of titled/non-titled owners of business premises, will receive a cash grant for loss of access to business premise, plus shifting or moving allowance, and one-time cash grant for loss of income. This assistance is intended to supplement the income loss during transitional period to re-establish businesses in new locations. Given the small size of subprojects, there would be little scope of developing a relocation site for the affected persons.

45. Implementing NGO may be engaged to conduct the Income and Livelihood Restoration activities based on the size of economically displacement population and the complexity of income loss.

B. Cash Allowance to Support Lost Income

46. Affected persons will be eligible for assistance for loss of employment/workdays (wage earners) owing to dislocation and relocation. Assistance for lost income based on three months minimum wage rates to displaced vendors/wage earner/agriculture labor/others (if any) will be paid. For temporary disruption to income during the demolition and reconstruction of the partially affected commercial structure, the owners as well as the workers, will receive one time cash assistance for lost income for the actual period of disruption at income/tax statement, minimum wage rates, or based on actual income (whichever is higher) verified through incomes of comparable businesses in the area.

C. Assistance for Restoration of Business

47. The small and medium entrepreneurs including informal business vendors will get cash compensation for loss of business for dislocation assessed by the Joint Verification Team/PVAT. Commercial spaces will be allotted to vendors/small shop owners in project sponsored market/vendor relocation sites on a rental basis to be established by affected businesses. The rent for the relocation site shall be worked out considering the affordability levels of the vendors by the INGO.

D. Additional Assistance to Vulnerable Groups

48. The following categories of affected persons have been identified as vulnerable groups in the project: female-headed, elderly-headed, and disable-headed. In addition to cash grant like other affected persons, the vulnerable household will get additional cash grant as mentioned in the entitlement matrix towards enabling improvement of their socioeconomic status. Vulnerable persons will be given priority in unskilled labor opportunity under the project. Identification cards will verify vulnerability and the INGO will present the list of vulnerable persons to contractors.

E. Capacity Building and Skill Development

49. The DSHE will work out a Memorandum of Understanding with the Directorate of Youth Development/appropriate local organization/NGO towards vocational/skill development training and access to micro-credit support to the affected persons or any member of the household nominated by the affected person in the project. The identification of the skill-sets and the selection of training programs appropriate to each of the affected persons shall be done through needs assessment study carried out by the INGO at the time of detailed census.

VI. GRIEVANCE REDRESS MECHANISM

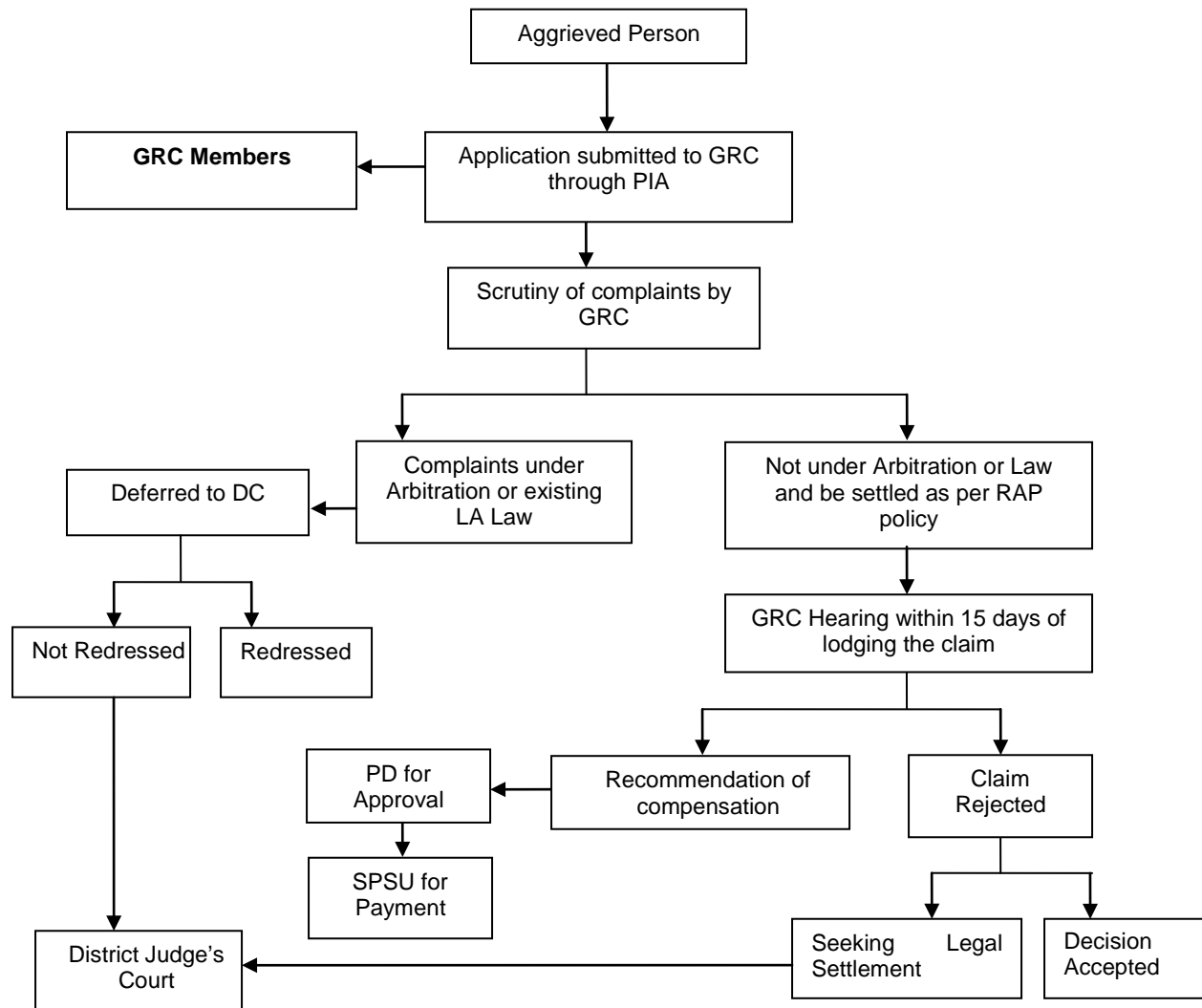
50. The project's grievance redress mechanism (GRM) will be established to receive, evaluate, and facilitate the resolution of affected people's concern, complaints and grievances about the social and environmental performances at the level of the project. The GRM will aim to provide a time-bound and transparent mechanism to voice and resolve social environmental and personal concerns linked to the project. The GRM and procedure is depicted in Figure 1.

51. GRCs will be formed at each district level for any grievances involving resettlement benefits, relocation, and other assistance. A gazette notification on the formation and scope of the GRCs will be required from the DSHE/MOE. It will be established, when the resettlement plan is prepared. The GRC for each district will be comprised of the following:

- (i) Representative of DSHE – convener;
- (ii) Ward Councilor (ward contains the infrastructure)– member;
- (iii) One representative of male PAPs – member;
- (iv) One representative of female PAPs;
- (v) Legal Advisor as Observer to extend legal support to the committee to be deployed by the Project Implementing Agency; and
- (vi) Area Manager, INGO, and member secretary.

52. The SPSU shall make the public aware of the GRM through public awareness campaigns. INGO will extend cooperation to the affected persons to express their grievance by submitting complaints, in writing, to SPSU. SPSU will serve as a hotline for complaints and shall be publicized through the media and will be placed on notice boards outside their offices and at construction sites. The project information brochure will include information on the GRM and shall be widely disseminated throughout the project area by the safeguard officer in the SPSU, with support from the INGO. GRC will arrange hearing of the valid grievances within 15 days of lodging of the claim and will try to resolve the issue within next 15 days.

Figure 1: Grievance Redress Mechanism



DC = Deputy Commissioner, GRC = Grievance Redress Committee, LA = land administration, PD = Project Director, PIA = Project Implementing Agency, RAP = Resettlement Action Plan, SPSU = Sector Program Support Unit.
Source: Asian Development Bank.

VII. INSTITUTIONAL ARRANGEMENTS AND IMPLEMENTATION MECHANISM

A. Institutional Arrangements

53. The Project Steering Committee, chaired by the Secretary of MOE, will be established for project policy and strategic guidance and inter-ministerial and inter-agency coordination. The committee will provide guidance on any issues related to safeguard, particularly in delays in the land acquisition and resettlement process.

54. The SPSU will be established at DSHE. It comprises of a management team led by the Project Director (Ex officio Director General, DSHE) supported by Joint Project Director with officials and staff of 32 officers and support staff, technical team, and program staff (1,262) to support concerned co-implementing agencies. The SPSU will be responsible for the following works: (i) assisting the implementing agency in implementing the project; (ii) carrying out procurement and engaging the contractors; (iii) liaising and coordinating with co-implementing agencies; and (iv) managing the contractors, and liaising with other stakeholders, on the day to day implementation of project activities. Given that the right of way (location of the infrastructures to be built) are the components with resettlement activities, SPSU will contain a deputed staff to serve as the Resettlement Officer to oversee implementation of resettlement planning for the works. SPSU will receive support from PIC and will be assisted by a NGO to implement the resettlement plan. Safeguard specialists for environment, resettlement, and SEC issues will be part of the PIC including an International Resettlement Specialist and a National Resettlement Specialist to prepare and update the resettlement plans during the detail design. These specialists will also conduct safeguards capacity building activities with SPSU. The INGO will conduct detailed census survey, oversee resettlement plan implementation, and will work closely with the SPSU.

55. **Safeguards Institutional Capacity Assessment.** A capacity assessment of DSHE and Engineering Department of MOE on implementation of social safeguards in donor-assisted projects was carried out. None of these organizations have adequate experience on implementing donor-funded projects with coverage of safeguard issues. It is recommended that safeguards capacity of relevant officer/staffs of these organizations need to be strengthened.

B. Consultation Support for Resettlement

56. The PIC will be engaged to carry out detail design, supervision, and management of the project. Resettlement Specialist⁴ (1 national) of the PIC team will prepare resettlement plans based on detail design and ensure that sound methodologies and practices are followed in designing and implementing resettlement plans. The consultants, apart from capacity building and training on resettlement and safeguard-related issues of the project, will advise the SPSU on resettlement implementation; participate in meetings with the contractor, PIC and SPSU; and monitor the work of the INGO in the field. The consultants will also help the SPSU to prepare quarterly progress reports to be submitted to the SPSU who will consolidate and send semiannual progress reports to ADB for review.

57. **International Nongovernmental Organization (INGO) for Resettlement Plan Implementation.** INGO would be required if impact of involuntary resettlement is significant in any subproject to implement the resettlement plan in a large scale in the absence of capacity of SPSU in addressing social safeguard at filed level. The role of the INGO will center around three activities: (i) baseline information collection and survey of displaced persons based on detailed design and final layout; (ii) implementation of the resettlement plans including determination of entitlements based on the resettlement plan entitlement matrix, distribution of identification cards to displaced/affected persons, disbursement of entitlements including compensation, and other assistances and allowances to eligible persons as per the resettlement plan during the pre-construction stage; and (iii) awareness raising including ongoing consultations with the displaced/affected persons, dissemination of information relating to resettlement planning, such as the impact on the people and corresponding entitlements. INGO will also facilitate the

⁴ To be outsourced on ad-hoc basis, if IR policy triggers for any sub project.

aggrieved affected person to submit the grievance application (if any) to be resolved within the framework of project's GRM.

C. Training and Capacity Building

58. For effective execution of all involuntary resettlement tasks, capacity development at both the executing and implementing agency level is needed. All concerned staff will undergo orientation and training in ADB's SPS and management by the Resettlement Specialist (if recruited) at the PIC at the very beginning of project implementation. Training will cover major issues such as: (i) principles and procedures of land acquisition, (ii) public consultation and participation, (iii) entitlements and compensations and assistance disbursement mechanisms including livelihood restoration and relocation, (iv) grievance redress, (v) implementation of resettlement plan, and (vi) monitoring of resettlement operations and its reporting.

D. Implementation Schedule

59. Land acquisition, compensation, and relocation of affected persons cannot commence until the resettlement plan has been prepared and approved by ADB. Once a possibility of land acquisition is identified, detailed plan of implementation schedules will be prepared from planning to stage of resettlement and monitoring and evaluation stage. They include land survey, community consultation, and formation of Resettlement Advisory Committee and payment of CCL and so on. All entitlements are to be paid prior to displacement. Written confirmation is required by the SPSU to ADB stating that all compensation has been paid to affected persons. Construction works can then begin on cleared spaces where compensation has been paid.

VIII. BUDGET AND FINANCING

60. All land acquisition and resettlement funds will be provided by GOB and compensation to affected persons is to occur before displacement occurs. The executing agency will be responsible for the timely allocation of the funds needed to implement the resettlement plan. All land acquisition, compensation, relocation and rehabilitation, administrative expenses, monitoring and consultation cost, income and livelihood restoration cost will be considered as an integral component of the project costs. Any resettlement plan prepared will have a detailed budget that accounts for all compensation, livelihood restoration measures, and capacity building.

IX. MONITORING AND REPORTING

A. Internal Monitoring

61. The Project Director will carry out internal monitoring through the SPSU with the support of the PICs. Internal monitoring will comprise of monitoring the process indicators and the output indicators. If significant involuntary resettlement impact occurs in any subproject, the PIC resettlement specialists will assist the SPSU. The SPSU would produce a semiannual monitoring report.

62. The SPSU will develop a progress and performance monitoring database to get monitoring output on a regular basis. The database on resettlement planning and implementation will be established and updated periodically for monitoring various activities of resettlement plan implementation. In case of full resettlement plan, the database generated

through land acquisition plan, census, baseline socioeconomic survey, LMS, consultation, CCL payment, and resettlement benefit payment database will become an essential input of the Management and Information System. Progress monitoring and evaluation of intended outcomes of resettlement plan implementation shall be carried out.

63. The internal monitoring by SPSU will include: (i) administrative monitoring to ensure that all compensation as per resettlement plan are paid and implementation is on schedule and problems/grievances are dealt with on a timely basis, (ii) socioeconomic monitoring during and after the relocation process to ensure that people are settled and are better off at the relocated locations, and (iii) overall monitoring whether recovery has taken place successfully and on time.

B. External monitoring

64. ADB requires that the Borrower retain qualified and experience external experts to verify monitoring information for projects with significant impacts and risks. An External Resettlement Monitoring Expert will be engaged by the SPSU to undertake resettlement monitoring and evaluation during the resettlement plan implementation. The key responsibilities of the independent monitoring shall include the following: (i) verify resettlement monitoring information for the project; (ii) monitor the resettlement safeguard compliance issues in resettlement plan implementation; and (iii) assess the overall implementation approach, process, and outcome of the resettlement plan and provide inputs to the SPSU for taking corrective actions to resolve any issues. Although it is not envisaged, it would be required if any tranche has involuntary resettlement impacts that are considered significant in the SPS.

C. Reporting

65. The SPSU will periodically review all resettlement activities and related safeguard compliances, and send semiannual monitoring reports to ADB during the project implementation period. The semi-annual monitoring report will contain (i) accomplishment to-date, (ii) objectives attained and not attained during the period, (iii) problems encountered, and (iv) suggested options for corrective measures. If significant involuntary resettlement impact occurs in any subproject, the internal monitoring reports submitted by the INGO will be monitored by the PIC Resettlement Specialist. The PIC will assist the SPSU in preparing the overall resettlement status in consultation with the national Resettlement Specialist, based on the information furnished in the monthly reports by INGO.