

## **Semiannual Social Monitoring Report- Indigenous People**

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**Project No. 44213-017**  
**June 2019**

**Secondary Education Sector Investment Program Tranche 2**

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Government of the People's Republic of Bangladesh  
Ministry of Education  
Directorate of Secondary and Higher Education  
Secondary Education Sector Investment Program (SESIP)

Memo no : DSHE/SESIP/SPSU/2-299/ES/2017/4323

Date : 30.07.2019

To  
The Country Director  
Asian Development Bank.  
Bangladesh Resident Mission (BRM).  
Associate Safeguard Specialist, ADB-BRM]



Subject : Secondary Education Sector Investment Program (SESIP): ADB Loan No. 3320-BAN (SF): **Submission of Semi-Annual Social Safeguard Monitoring Report (SSMR No.2) January-June, 2019.**

Dear Country Director,

In connection to the above, Semi-Annual **Social Safeguard Monitoring Report (SSMR No.2)** for the period **January-June, 2019** for SESIP is attached herewith for your perusal. This report is a compliance requirement of the SESIP loan agreement signed between the GOB and ADB. We would appreciate your feedback on the report.

Thanking you in anticipation.

With best regards,

A handwritten signature in black ink, appearing to be "Md. Abu Sayed Sk.", with the date "30.7.19" written below it.

(Md. Abu Sayed Sk.)

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Attachment: as per description.

Information Copy to:

1. Program Director, SESIP and Director General, Directorate of Secondary & Higher Education, Shikkha Bhaban, Dhaka.

Government of the People's Republic of Bangladesh  
Ministry of Education  
Secondary and Higher Education Division  
Directorate of Secondary and Higher Education

**Semi Annual  
Social Safeguard Monitoring Report**

3320-BAN (SF): Secondary Education Sector Investment  
Program (SESIP)

Semi-Annual SSMR No 2

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Senior Social Safeguard Specialist

June 2019

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### **List of Abbreviations**

ADB	:	Asian Development Bank
AE	:	Assistant Engineer
AP	:	Affected Person
ARIPA	:	Acquisition and Requisition of Immovable Property Act
CA	:	Continuous Assessment
CEMP	:	Compliance of Environmental Management Plan
CHT	:	Chittagong Hill Tracts
DEO	:	District Education Officer
DP	:	Development Partner
DSHE	:	Directorate of Secondary and Higher Education
EE	:	Executive Engineer
EED	:	Education Engineering Department
EMP	:	Environmental Management Plan
FSECP	:	Framework for Small Ethnic Community Plan
FGD	:	Focused Group Discussion
GoB	:	Government of Bangladesh
GRM	:	Grievance Redress Mechanism
HDC	:	Hill District Council
HTT	:	Head Teacher Training
ILC	:	ICT Learning Center
IPP	:	Indigenous People Plan
MOE	:	Ministry of Education
NEP	:	National Education Policy
PD	:	Project Director
PAP	:	Project Affected People
PBM	:	Performance Based Management
PMU	:	Project Management Unit
PST	:	Practical Science Training
PVIP	:	Pro-Voc and Vocational Implementation Program



PWD	:	Public Works Department
RAP	:	Resettlement Action Plan
RTT	:	Resource Teacher Training
IPP	:	Indigenous Peoples' Plan
IR	:	Involuntary Resettlement
IRF	:	Involuntary Resettlement Framework
LSBE	:	Live Skilled Based Education
RPF	:	Resettlement Policy Framework
RO	:	Regional Office
SCM	:	Stakeholders Consultation Meeting
SDG	:	Millennium Development Goal
SE	:	Superintendent Engineer
SESIP	:	Secondary Education Sector Investment Program
SEC	:	Small Ethnic Communities
SECPPF	:	Small Ethnic Communities Peoples Planning Framework
SMF	:	Social Management Framework
SMP	:	Safeguard Monitoring Plan
SPS	:	Safeguard Policy Statement
SPSU	:	Sector Program Support Unit
SS	:	Social Safeguard
SSMR	:	Social Safeguard Monitoring Report
SSSP	:	Senior Social Safeguard Specialist
TCG	:	Teachers' Curriculum Guideline
TSEO	:	Thana Secondary Education Office/Officer
UN	:	United Nation

## **Executive Summary**

### **1. Introduction**

The SESIP was approved by ADB Board in September 2013 and has been supporting secondary education in Bangladesh over 10 years (2013–2022), using a multi-tranche financing facility. The program supports construction, extension and renovation of school buildings, including ICT and science labs, Madrasa Teaching Training Institute and construction of new DSHE building. SESIP complies with ADB's SPS (2009). Combined Resettlement Framework and Small Ethnic Communities Planning Framework (CRF&ECPF) is prepared by adopting the Land Acquisition and Requisition Act (ARIPA), 2017 of the Government of Bangladesh (GoB) and SPS (2009) of ADB.

The program has provided an opportunity to improve and develop infrastructures and providing other facilities for marginalized students by taking appropriate mitigation measures regarding social safeguard issues. This report presents the status of the social safeguard issues in implementing in respect of the SMF as well as FSECP for the period of January to June 2019. This report is mainly based document review as well as interview of the officials and consultants involved with the program.

### **2. Project Activities**

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

Major infrastructure of the program is school buildings which are built on already acquired areas and did not trigger any IR issue. The site of the Bandarban District Education Office was changed to a site donated by Hill District Council (HDC) of Bandarban. This was a vacant land and did not trigger any kind of displacement, physical or economic in any form to any people. However, necessary social safeguard measures were taken into consideration. An IR as well as SEC assessment using the checklists provided in the SMF and FSECP for school development was conducted and the results of the assessment demonstrated that the subproject is unlikely to cause significant adverse impacts in respect of IR and SEC issues. The proposed infrastructure development program sub-projects of SESIP are classified as IR Category "C" and IP/SEC Category "B" as per the ADB SPS 2009 as no significant impacts are envisaged.

SESIP includes renovation of classrooms, libraries, laboratories, storage, and provision of furniture and teaching aids, where necessary. The social implications of the proposed civil works are expected to be minimal, and manageable. Civil works and supplying of furniture for all 640 school/Madrasas is complete. Supply of ICT hardware and software is almost complete. 640 Schools/Madrasas selected for extra classrooms through vertical/horizontal extension for Pro-Voc and vocational courses. Vertical extensions and outfitting for training venues in 53 District Education Offices (DEOs) will assure minimum social safeguard impact. Ten categories of trades under eight sectors are selected by the teachers and students.

### **3. Scope of Monitoring Report**

The major tasks for the social safeguard monitoring for construction of any infrastructure include:

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

Implementation of SMF and FSECP will undertake the following activities:

- Field monitoring on site selection and appropriate mitigation measure performance by Upazila/Thana Secondary Education Officer (TSEO)
- Guidance to EED personnel on social safeguard monitoring aspect, in the field practice;
- Recommend to EED to implement all IR and SEC related issues as stated in SMF and FSECP and other related social safeguard issues; and
- Instruct EED to take an action to mitigate or rectify on other issues that find out.

Social Safeguards Monitoring are:

- determining adequacy of cost for RAP/SECP/IPP (if necessary) implementation;
- addressing any concern related to IR or SECP/IPP as guided in the SMF and FSECP;
- Implementation of SMF and FSECP including social safeguard monitoring of EED representatives; corrective actions when necessary to ensure no negative social safeguard impacts;
- Establishing the grievance mechanism for safeguards and addressing any grievances brought about through the GRM in a timely manner as per SMF and FSECP;
- Submit semi-annually social safeguards monitoring report to PMU(SPSU);;
- training the SPSU safeguards officer and the PIUs (EED) safeguard assistants on social safeguard awareness and management in accordance with both ADB and government requirements and implement the capacity building program for PMU, PIUs, and all staff involved in project
- Provide induction course to train concerned officers of EED and DEO to prepare RAP and SECP/IPP as well as implementation.

### **4. Status of Progress**

Different categories of sub-projects are undertaken under SESIP. 100 Schools and 640 PVIP are basically of two types, horizontal/ new or vertical extension. The architectural plan of the vertical extension is determined by the architectural plan of the existing buildings. As these are vertical extension it is assessed that there is no or negligible safeguard impact. It should also be kept in mind that the schools are not only buildings but they are a combination of many items such as a playground which offer learning opportunities. Out of 100 selected schools class room added with 68 horizontal/new and 32 are added with floor by vertical extension, 47 DEO H/V extension on the existing building and one new at Bandarban, adding floor to the NAEM hostel completed, moreover about 70 additional schools are selected for setting up of ILC.



Civil works for 640 ICT-Learning centers are completed (100%) and necessary furniture and equipments are being supplied, 68 new building and 32 vertical extension total of 100 school under refurbishment is about 97% complete and infrastructure improvement of hostel and class rooms at NAEM in average 100%. except 2 lift for the building.

Construction Supervision Engineers of EED being Social Safeguard Focal person will accomplish:

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

The social safeguard monitoring report is to follow up the safeguard assessment in selecting location, design and implementation stages as stated in SMF and FSECP. This will ensure that the concerned officials will follow the required social mitigation measure as stated in SMF and FSECPs. This has been agreed between the ADB and the GoB as a condition of the SESIP program loan.

## **5. SESIP Funded Trainings and Stipend Program**

SESIP arranged numbers of training programs of different group of stakeholders including head teachers, ICT concerned persons, resource teachers and others. In total 854,648 persons have received training on different programs since the inception of the program in 2013-2014 and till 30 June 2019. The trainings have been conducted under eleven headings and the trainees are mostly teachers and some are officers. Highest number of teachers received training on Curricular Implementation (CI), followed by Teacher's Curriculum Guide (TCG) and Live Skill Based Education (LSBE).

Special attention has been given to assure the participation of the Small Ethnic Community (SEC) stakeholders, mainly teachers and officers of the schools and madrashas in different training program. Different kinds of trainings have been organized in different district offices as well as be zonal offices, NCTB and NAEM. Highest number of SEC participants are found in Khagrachari followed by Rangamati and Bandarban districts. Total 1,410 people from SEC community obtained training on different issues including TCG, LSBE, PBM. LSBE seems to be very popular or desired training followed by PBM and TCG. The zonal office, NCTB and NAEM organized training on more issues compared to the district offices. They included five types of training where SEC group of people participated. PST is the most popular followed by ILC, HTT, CA and RTT.

SESIP has a component of providing stipend to the poor students, a Pro-poor program. The student should be from vulnerable group (Orphan, destitute etc.). Under this program 201,939 girls and 106,937 boys have received stipend. They are from both schools and Madrasas in 54



upazilas/thans. The table shows that number of stipend recipient girls is higher than that of the boys from both schools and Madrasas. It is to be noted that none of these schools are from CHT where SEC groups are dominant in number. There is no segregated data on stipend program for the SEC group of students.

## **6. Social Safeguard Monitoring**

The Social Safeguard Monitoring will focus on the implementation of mitigation measures during selection of project/sub-project locations and implementation period and inside school management. The selection of project/sub-project location and project implementation will be carried out under the overall supervision of the TSEO and EED. The project falls under "C" category in terms of IR issues and under "B" category in terms of SEC issues according to ADB Safeguard Policy Statement, all subprojects require to follow SMF and FSECP; but extension of school building / infrastructure development subprojects has minimal impacts. Secondary School Quality Standard (SSQS) as approved by MOE, if upgrades regularly, can be used for monitoring and standardization of the schools both in physical facilities and social safeguard.

One of the main constraints in school infrastructure improvement is the land. Most school lack in the availability of land for better planning for the school which supports the extracurricular practices of the students in addition to the academic activities. The selection of schools for providing additional facilities under SESIP should have been consulted with the TSEO and EED before allotting the fund for the construction of the building so that engineering planning and design could be proper and may not hamper natural light and ventilation of the class room.

## **7. Implementation of SMF /FSMCP**

The frameworks have been prepared to make the social safeguard assessment and review procedure has been prepared to facilitate compliance of SESIP infrastructures and other interventions with the land acquisition Act, 2017 of the Government and SPS (2009) of ADB. The EED, through its Sector Program Support Unit, is responsible to implement the overall safeguard issues. However, during the selection process of location and construction stage, the EED's concern person and TSEO are responsible to mitigate all social impacts related with the project activities. The Planning Cell of EED is responsible for selecting the location, design, construction, and maintenance of the infrastructure of the project.

A social assessment, using the checklist attached with the frameworks for development of the sub-projects has been conducted and the results of the assessment demonstrated that the subprojects do not cause significant adverse impacts. In order to monitor the respective frameworks EED has engaged social safeguard officer. Financial cost provision for the IR and SEC/IP issues is to be borne by the government of Bangladesh. Necessary fund need to be provided to respective upazila/thana secondary education office/EED from the project budget on the basis of as and when required. RAP as well as SECP would present its individual budget provision if these are need to be prepared after thorough evaluation of the social issues.

## **8. Capacity Development**

Capacity building (or capacity development) is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently. Capacity on social safeguard management needs to be strengthened at all levels of the Executing Agency including DSHE, TSEO, EED, PIU/SESIP. SESIP will implement capacity building measures through training, exposure visit to ideal schools in major divisions. Detailed Capacity Building Program will be developed by SESIP as per need for SMF and FSECP. Training will be organized for EED Engineers, SMC and Contractors with support from ADB BRM resource person for Training on social safeguard issues. Personnel including staff, employees will undertake appropriate training to ensure they are aware of their responsibilities in respect to all social safeguard issues and management.

## **9. Recommendation and Conclusion**

The key issues and measures recommended are (i) conduct social assessment for all the sub-projects through the checklist provided in the SMF and FSECP, (ii) Preparation of RAP and SECP/IPP for those sub-projects which has adverse impact.



# **1. Introduction**

## **A. Project Background**

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

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

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

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

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

6. Considering that the program is expected to have limited and minimum adverse social impacts, the program is categorized as "C" for Involuntary Resettlement (IR) and as "B" for the Indigenous People aspects, in other words Small Ethnic Community (SEC) aspect in the context of Bangladesh. The program, based on needs assessment and agreed criteria, is expected to



support construction of new school buildings, upazila/thana secondary education offices, renovation, repair and maintenance of existing building, provision of safe drinking water, proper ventilation and lighting in the buildings, adequate sanitation, and drainage facilities. Additionally, program components/"subprojects" may have very minor social impacts if not properly designed, executed, and mitigation measures not implemented. Most of the project impacts would be very local due to relatively small-scale activities and could be addressed with proper mitigation measures and good housekeeping practices.

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

## **B. Objectives of the Study**

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

9. This report presents the status of the social safeguard issues in implementing mainly the engineering activities as well as some social parameters of the program in respect of the SMF as well as FSECP for the period of January to June 2019. This report is very much in line with the Semi-annual Environmental (Safeguard) Monitoring Report June 2019 in terms of data for the infrastructures improved/developed in this period. This report is mainly based on secondary data collected from different sections of the program, document review as well as interview of the officials and consultants involved with the program. The Senior Social Safeguard Specialist (SSSP) was unable to collect field level data for shortage of time as she joined the program on 19th of June 2019 and had to prepare two documents namely Inception Report and Combined Resettlement Framework and Small Ethnic Communities Planning Framework.



## **2. Project Activities**

### **A. Project Key Result Areas**

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

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

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

- Construction of additional class rooms
- Refurbishment of classrooms, Horizontal and Vertical,
- Construction and refurbishment of laboratories for science and vocational courses
- Supplying of scientific instruments for laboratory
- Supplying of equipment for Vocational Trades
- Supplying of class room and laboratory furniture for Trade Courses
- Construction / extension of District and Upazila/Thana Education Offices

### **B. Physical Infrastructure Development**

12. Based on needs assessment and agreed criteria, the program supports construction of school buildings and repair and maintenance of existing schools. Facilities supports enhanced use of information and communication technology for pedagogy, and include construction/renovation for ICT Learning Centers (formerly School Information Hubs), construction of upazila/thana education offices, and provision of safe drinking water, sanitation, and drainage facilities. Major infrastructure of the program is school buildings which are built on

already acquired areas and did not trigger any IR issue. One District Education Office was planned in government land on the property of the Bandarban Govt. Girls' High School. The site was changed due to land dispute and changed to a site donated by Hill District Council (HDC) of Bandarban. This was a vacant land and did not trigger any kind of displacement, physical or economic in any form to any people. The work is in progress and expected to be completed by this financial year. Social screening was conducted by AE of the Regional office of EED. In addition to that public consultation was conducted by the representative of Sector Program Support Unit (SPSU) with concerned stakeholders, including civil society and facilitates their informed participation in light with the FSECP as this sub-project is located in Bandarban, one of the SEC concentrated areas of the country.

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

### **C. School Infrastructure Improvement**

#### **a. The SESIP Civil Works Program and Social Implications**

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

This will include:

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

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

- ICT equipment within existing schools (mostly within existing building footprints, therefore innocuous in terms of social aspect).



- Extended buildings (vertical, for the most part); therefore, within existing building footprints; mostly innocuous in terms of IR and SEC; perhaps just increases in service demand (water, electricity, waste production); options for solar power (positive).
- New buildings: in existing urban or town areas (minimal social sensitivities); or possibly "green" field construction (higher risk of social vulnerabilities, depending on location); increase in local service demands; good options for climate proofing and use of solar power (positive).
- In the construction processes employment of local people will be given emphasis.
- Main social sensitivities relate to ownership of land and locations in coastal areas (cyclone and flood risk), forested areas, and sloped areas (CHT). Potential issues related to drinking water quality in some locations (salinity, arsenic, etc.). Providing adequate levels of water supply, sanitation and hygiene in schools is of direct relevance to the United Nations (UN) Sustainable Development Goals (SDGs) of achieving universal secondary education, promoting gender equality and reducing child mortality. Most of the potential environmental and social issues associated with SESIP civil works will pertain to construction practices. As noted in the SMF and FSECP document, the mitigation measures for construction practices will have to be monitored and reported accordingly.

16. Table 2.1 presents the Procurement Plan for SESIP Funded Civil Works implemented by EED with status of IR/SEC issues.

**Table 2.1 Procurement Plan for SESIP Funded Civil Works Implemented by EED (as on April 2019)**

SN	Program according to DPP/TPP	Trench	Objective	Progress till March 2018	Remarks IR/SEC
1	Renovation of 640 schools for ICT Learning Center	Trench 1		100% =640 (Complete)	IR/SEC not Triggered
	Additional Renovation of 70 schools for ICT Learning Center	Trench 1		52 tender approved 18 tender under process	Social Assessment will be done
2	Rehabilitation and Renovation of 100 selected Schools	Trench 1	Horizontal Construction -68 Vertical Extension-32 Total 100 nos	100% 97nos 76%-99% 03nos Total 100nos	IR/SEC not Triggered
3	Extension of 640 selected schools for Pro-Voc and Vocational instruction	Trench 2	New Construction -359 Vertical Extension -237 Madrasha Vertical - 13 Others - 44 Total - 640nos	625 subprojects tender approved and 623 NOA issued. 15 has problem with land and relocating of school building	IR/SEC not triggered for 625. Appropriate mitigation measures will be undertaken for the rest 15
4	60 District Education Office Horizontal Extension	Trench 2		40 nos are under process of approval of cost estimate and tendering.	Appropriate mitigation measures will be undertaken as would be identified through social assessment.

5	5 story District Education Office at Bandarban	Trench 2		Bid has been approved and work order has been issued	No significant IR/SEC issue rose. However, special precautionary measures were taken as it is located in Bandarban
6	Class room refurbishment and vertical extension of Hostel at NAEM	Trench 2		Class room refurbishment : 100% Vertical extension of Hostel: 100%	IR/SEC not Triggered
7	25 Thana Education Office (in Metropolitan cities) 2 floors construction with 4 story foundation	Trench 2		Undertaking of Soil testing and preparing cost estimate has been processed by the concerned Executive Engineer. 4 NOA has been issued	Appropriate mitigation measures will be undertaken as would be identified through social assessment.

Compiled from SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019

#### D. The SESIP funded Civil Works Program

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

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

**Table 2.2 Subproject Summary of 640 schools ICT Learning Centers**

Item of works	Completion Status (Percentage)	Number
Civil construction	100	640
Furniture	100	640
Computer hardware and software	100	640
Additional ILC selected	Total 70 (52 tendering complete and 18 under process)	70

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019

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

18. The building blocks and extension of classrooms are not well planned. Most schools do not have site plans for actual area of the schools. No thoughts have been given in positioning the building blocks and extension. These could have been made more user friendly and leaving sufficient area of the school for other activities. School environment should get priority in construction for ventilation, seating comfort ability, sanitation like separate toilets for boys and girls and other extracurricular activity area. In terms of environmental issues discomfort of the children during construction (dumping the construction materials and go down inside schools) can be avoided if the supervising engineers could monitor the implementation of EMP by the contractor. The progress report of the selected 100 schools shows partial compliance of the EMP referred by EARF (Table 2.3). However, social safeguard issues seemed to be in compliance with both the SMF and FSECP.



**Table 2.3: Summary of 100 School (class room) Extensions Subproject**

Total Educational Institution Number			Tender Approved Total Educational Institution Number	Total Approved Tender Price Tk. Crore	Improvements Completed				
					0%	0-50 %	51-75%	75-95%	100%
100	68(new building)	32(vert. extension)	100	66.36	0	0	0	03	97

Source EED April.2019

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

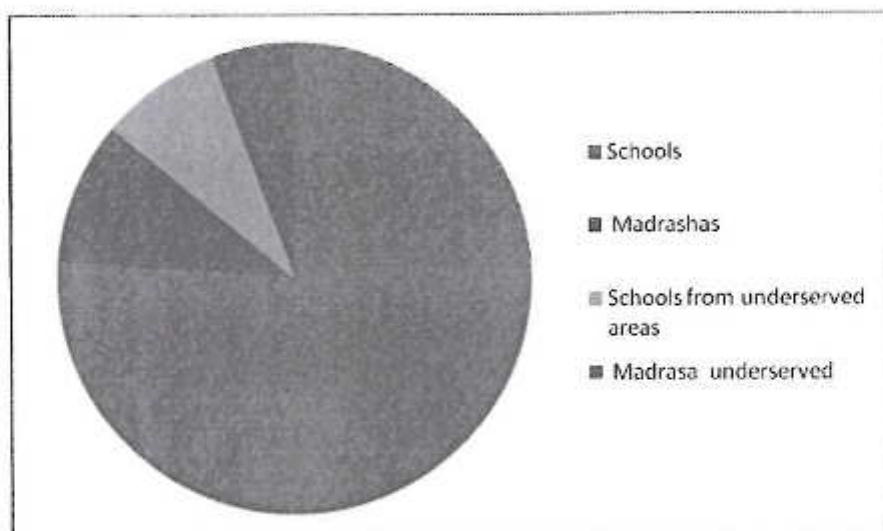
19. More focus has been given on changing the perception of existing vocational training opportunities through nationwide awareness program and advocacy. It should not be portrayed as an option for the less fortunate who can't invest in education and, thus, opt for technical training. Reform is required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

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

- Must have interest in conducting Pro-Voc and Vocational Courses;
- Should have space to construct at least 2 additional rooms;
- Should have electricity;
- The school should have included in MPO and;
- However the conditions can be relaxed in case of geographically challenged area and under served Charland, Haor and Hilly areas

21. Based on the above criteria the following schools and institution has been selected (Figure 2.1):

- 487 schools selected from 490 Upazila
- 64 madrasas from 64 Upazila
- 53 schools from inaccessible and underserved areas
- 36 Madrasa from inaccessible and underserved areas



**Figure 2.1 Selection of PVIP from among Educational Institutes of DSHE**

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019

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

22. The screening process of the existing buildings is important for the extension. In designing the vertical extension of the building information from the site engineer will ensure no or minimum safeguard issues are involved. The land acquisition or use of land for horizontal extension will not be required that will help in minimize social safeguard impact of the project. Several packages has been created for civil works for all selected 47 (out of 53) DEO building.

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

23. Civil works at the school based on harmonized design of infrastructure with local surroundings, preserving the natural ecosystems around school building, and preference of students and teachers are ensured. Again strict adherence to environmental codes of practice during construction activities (i.e. additional classrooms) needs to be maintained. In case of vertical extension the site engineer will help design engineer ensuring the foundation condition to withstand the load of the building. Number of schools and madrasahs with vertical and horizontal class room extension is shown in Table 2.4. The horizontal extension will require more space of the school but attention need to be given so that it does not constrain in open space, play ground and other extracurricular activities of the school.

**Table 2.4: Summary of 640 School Sub-project (class room) Extensions for PVIP**

Total Educational Institution Number					Tender Approved	Undecided require relocation	NOA issued	Improvements				
								Complete				
								0 %	0-50 %	51-75 %	75-95 %	100 %
640 (Total)	359 (Horizontal)	237 (Vertical)	13 Madrasah (Vertical)	44 (Others)	625	15	623	5	45	40	10	0

Source EED April 2019



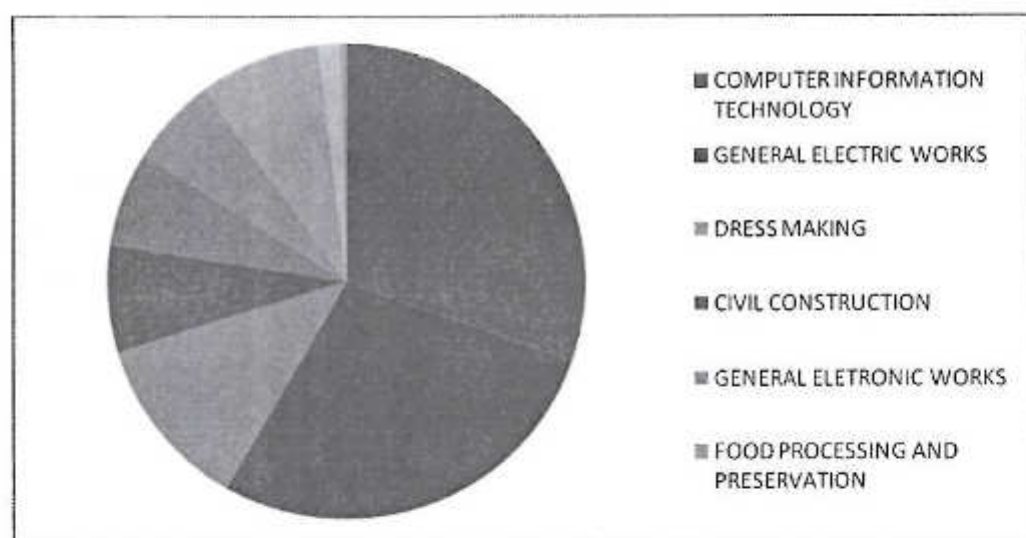
## f. Choice of Trades

24. The teachers, students and guardians have selected ten categories of trades under eight sectors as offered through PVIP (Table 2.5). However, this table does not show the priority. On the other hand Figure 2 shows the priority of six trades the that choice of trades are greatly inclined towards ICT (395) and General Electric works (363) which constitutes more than 50% of the schools. The lowest choice has been shown in Dress making. This choice variation may have reasons that sufficient counseling among the teachers and students have not been undertaken before offering the trades. It looks that teachers, students and guardians are more acquainted with these two trades comparison to others (Figure 2.2).

**Table 2.5: Selected Trades under PVIP**

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

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019



**Figure 2.2 Distribution of Trade Choice by Number of Schools**

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019

### **3. Scope of Monitoring Report**

25. According to the current status of the SMF and FSECP, for the monitored activities to date, the associated key observations for the development components are given as follows:

- ✓ Maintained records regarding SMF and FSECP ;
- ✓ Effective implementation and monitoring of the respective SMF and FSECP with the completion of the remaining semi-annual works for the subsequent stages of the subproject implementation program;
- ✓ Sites, which requires constant attention;
- ✓ Appointment of qualified supervisor to ensure SMF and FSECP implementation;
- ✓ Social Safeguard related training for EED engineers, contractors and SEC planned.

#### **A. Major Tasks**

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

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

Implementation of SMF and FSECP will undertake the following activities:

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

#### **B. Monitoring Requirements**

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

##### **a. Social Safeguard Monitoring are:**

- determining adequacy of cost for RAP/SECP/IPP (if necessary) implementation;
- addressing any concern related to IR or SECP/IPP as guided in the SMF and FSECP;
- Implementation of SMF and FSECP including social safeguard monitoring of TSEO/EED representatives; corrective actions when necessary to ensure no negative social safeguard impacts;
- Establishing the grievance mechanism for safeguards and addressing any grievances brought about through the GRM in a timely manner as per SMF and MSECP;
- Submit semi-annually social safeguards monitoring report to PMU(PSU);;

- training the SPSU safeguards officer and the PIUs (EED) safeguard assistants on social safeguard awareness and management in accordance with both ADB and government requirements and implement the capacity building program for PMU, PIUs, and all staff involved in project
- Provide induction course to train concerned officers of EED and DEO to prepare RAP and SECP/IPPEMP as well as implementation.

**b. Reporting of SMF and FSECP Monitoring by Focal Persons**

28. In compliance with the loan covenant, semi-annual social safeguard monitoring report is essential. This report describes the status of implementation and compliance of the frameworks to satisfy the social safeguard requirements of ADB and GoB as well as to fulfill the compliances required in the loan document. This report also describes the environmental mitigation related any corrective and preventative actions with respect to each subproject. Semi-Annual submission will be required to submit by 30th June 2019.



#### 4. Status of Progress

##### A. The School and DEO Sub-Projects

###### a. Sub-project Description

29. Different category of sub-projects are undertaken under SESIP. These are (a) ICT Learning Center established by refurbishing one room at each of the 640 schools, (b) Additional class rooms/up gradation (100 schools/madrasas) are constructed to reduce overcrowding in the class rooms; (c) Vertical extensions and out fitting for training venues in 53 District Education Offices (DEOs); (d) Construction of the Bandarban DEO; (e) Improvement of Metropolitan Thana Education Offices; (f) Additional class rooms for the Pre-vocational and Vocational Implementation Program (PVIP) trade courses to be introduced at each of the 640 schools/madrasas. 100 Schools and 640 PVIP are basically of two types, horizontal/ new or vertical extension (Table 4.1). The architectural plan of the vertical extension is determined by the architectural plan of the existing buildings. As these are vertical extension it is assessed that there is no or negligible safeguard impact It should also be kept in mind that the schools are not only buildings but they are a combination of many items such as a playground which offer learning opportunities. Out of 100 selected schools class room added with 68 horizontal/new and 32 are added with floor by vertical extension, 47 DEO H/V extension on the existing building and one new at Bandarban, adding floor to the NAEM hostel completed, moreover about 70 additional schools are selected for setting up of ILC.

**Table 4.1: The major civil works involved that need screening process and CEMP**

Civil Works	Screening process and CEMP
640 schools/ Madrasas selected for extra classrooms for pre-vocational and vocational courses;	640 subprojects
Vertical extensions and outfitting for training venues in 53 District Education Offices (DEOs);	53 (now 47) subprojects
Upgrading of 100 priority schools/Madrasas;	100 completed with screening and EMP
Construction of the Bandarban DEO.	completed with screening and EMP recommended as of IEE
Metropolitan Thana Education Offices	5 (out of 25) under implementation others has land problems

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019

###### b. Subproject Implementation

30. Completed subprojects are :

Civil works for 640 ICT-Learning centers completed (100%) and necessary furniture and equipments are being supplied, 68 new building and 32 vertical extension total of 100 school under refurbishment is about 97% complete and infrastructure improvement of hostel and class rooms at NAEM in average 100%. except 2 lift for the building.

31. The subprojects under construction are:

a. DEO building at Banderbon delayed due to land problem. The building was planned to built on government land on the property of the Bandarban Govt. Girls' High School. The site was changed due to land dispute and changed to a site donated by Hill District Council (HDC) of

Bandarban. This was a vacant land and did not trigger any kind of displacement, physical or economic in any form to any people. The work is in progress and expected to be completed by this financial year. Social screening was conducted by AE of the Regional office of EED. In addition to that public consultation was conducted by the representative of SPSU with concerned stakeholders, including civil society and facilitates their informed participation in light with the FSECP as this sub-project is located in Bandarban, one of the SEC concentrated area of the country. The progress of civil construction is 47%. Out of 640 school sub-project taken up under PVIP present status are that 623 is completed with NOA and 625 has been tendered. 25 school has land problem like not suitable for construction or does not own the land by the school. Relocation can be one possibility and SESIP is working on that. Procurement of class room furniture and lab equipment for 640 PVIP. The procurement of furniture is under process through the regional 9 Directors of DSHE. The tendering is under process by the SESIP. The procurement of lab equipment are being tendered by SESIP and expected to be complete in another 4-6 months time.

#### **c. Social Safeguard Measures**

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

Construction Supervision Engineers of EED being Social Safeguard Focal person will accomplish:

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

33. The social safeguard monitoring report is to follow up in selecting the location, design and implementation on safeguard assessment in design and implementation stages as stated in SMF and FSECP. This will ensure that the concerned officials will follow the required social mitigation measure as stated in SMF and FSECPs. This has been agreed between the Asian Development Bank and the Government of Bangladesh as a condition of the SESIP program loan.

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

34. Due to climate change indicated storm surges of 5.7 m anticipated in 2050 in coastal area. Climate Change Adaptation design has been considered inclusive of rise in sea, flood levels due to tidal change and periodic flood surging. Plinth levels have therefore been designed

for such changes requirements.. Improvements to the provisions of toilets and gender facilities (wash Block) have been completed and incorporated within the respective drawings and cost estimates. Climate change adaptation has been incorporated into the design of the school in the coastal area component, as follows:

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



## 5. SESIP Funded Trainings and Stipend Program

### A. Trainings under SESIP

35. In order to enhance the quality of education and ascertain progress in relevance of secondary education SESIP arranged numbers of training programs of different group of stakeholders including head teachers, ICT concerned persons, resource teachers and others. In total 854,648 persons have received training on different programs since the inception of the program in 2013-2014 and till 30 June 2019 (Table 5.1). It is observed that number of training receivers was highest in 2017-2018 session.

**Table 5.1: Total Training under SESIP 2013-2019**

Financial Year	Number of Trainees
2013-2014	101,587
2014-2015	135,721
2015-2016	98,469
2016-2017	139,035
2017-2018	205,367
2018-2019	174,469
<b>Grand Total</b>	<b>854,648</b>

Source: SPSU, SESIP AD (Program- 2)

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

**Table 5.2: Total Number of Trainees under SESIP by type of Training (Teacher/Officer) (2013-2019)**

SN	Name of Training	Trainees	Financial Year						Grand Total
			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2013-2019
1	Curricular Implementation	Teacher	101,587	83,457	29,230	00	16,771	9,095	240,140
2	Creative Question	Teacher	00	44,344	16,426	5,003	1,692	00	67,465
3	Practical Science Teaching	Teacher	00	366	36,406	18,245	00	8,592	63,609
4	Training Related to PBM	Teacher	00	7,244	13,871	41,236	9,816	18,762	90,929
5	Live Skilled Based Education	Teacher	00	00	00	51,436	30,407	98,013	179,856
6	Teacher's Curriculum Guideline	Teacher/Officer	00	00	00	21,294	144,760	33,724	199,778
7	Continuous Assessment	Teacher	00	00	00	00	00	1,588	1,588



8	Monitoring and Mentoring	Teacher	00	00	00	00	761	00	761
9	Capacity Enhancement	Teacher	00	310	2,536	1,821	421	116	5,204
10	ICT Learning Center	Teacher	00	00	00	00	739	5,142	5,881
11	Resource Teacher Program	Teacher/ Officer	00	00	00	00	00	807	807
	<b>Total</b>		<b>101,587</b>	<b>135,721</b>	<b>98,469</b>	<b>139,035</b>	<b>205,367</b>	<b>175,839</b>	<b>856,018</b>

Source: SPSU, SESIP AD (Program- 2)

## B. Training Received by SEC Participants under SESIP

37. Special attention has been given to assure the participation of the Small Ethnic Community (SEC) stakeholders, mainly teachers and officers of the schools and madrasas in different training program under the SESIP program. Different kinds of trainings have been organized in different district offices as well as be zonal offices, NCTB and NAEM. These are shown in Table 5.3 and 5.4 respectively. Highest number of SEC participants is found in Khagrachari followed by Rangamati and Bandarban districts. All these districts are from the Chittagong Hill Tracts (CHT), where majority of the SEC people live.

38. Total 1,410 people from SEC community obtained training on different issues including Teacher's Curriculum Guideline (TCG), Live Skilled Based Education (LSBE) and Performance Based Management (PBM). LSB seems to be very popular or desired training followed by PBM and TCG.

**Table 5.3: Number of Participants of SEC Teachers/Officers in Different Training under SESIP by District**

SL	District	School								Madrasa								Total		G Total
		TCG		LSBE		PBM		Total		TCG		LSBE		PBM		Total		M	F	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F					
1	Bandarban	0	0	63	39	0	0	63	39	0	0	0	0	0	0	0	0	63	39	102
2	Barguna	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
3	Chattogram	4	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	4
4	Cox's Bazar	0	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
5	Dhaka	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
6	Dinajpur	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
7	Gaibandha	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
8	Gazipur	1	0	3	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	4
9	Joypurhat	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10	Khagrachhari	0	0	35	16	0	0	35	16	0	0	0	0	0	0	0	0	35	16	520
				5	5			5	5									5	5	
11	Moulvibazar	0	0	5	2	0	0	3	2	0	0	0	0	0	0	0	0	5	2	7
12	Mymensingh	2	3	1	7	0	0	3	10	1	0	1	0	0	0	2		5	10	15
13	Naogaon	1	1	2	0	0	0	3	1	0	0	0	0	0	0	0	0	3	1	4
14	Naranganj	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
15	Netrokona	0	0	15	17	0	0	15	17	0	0	0	0	0	0	0	0	15	17	32
																		5		
16	Pabna	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	2

17	Rajshahi	2	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	2	2	4
18	Rangamati	0	0	43	16	5	2	48	19	0	0	0	0	0	0	0	0	4	19	677
				1	7	5	4	6	1									8	1	
																		6		
19	Rangpur	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
20	Sherpur	1	1	1	2	0	0	2	3	0	0	1	0	0	0	1	0	3	3	6
21	Sirajganj	4	0	3	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
22	Sunamganj	0	0	2	1	0	0	2	1	0	0	0	0	0	0	0	0	2	1	3
22	Tangail	5	1	4	2	0	0	9	3	0	0	0	0	0	0	0	0	9	3	12
24	Thakurgaon	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
		23	10	89	40	5	2	97	43	1	0	2	0	0	0	3	0	9	43	1410
				0	2	8	4	1	6									7	6	
																		4		

Source: SPSU, SESIP AD (Program- 2)

39. The zonal office, NCTB and NAEM organized training on more issues compared to the district offices. They included five types of training where SEC group of people participated. Table 10 presents the statistics of the number of SEC participants on different kind of training. Practical Science Training (PST) is the most popular followed by ICT Learning Center (ILC), Head Teacher Training (HTT), Continuous Assessment (CA) and Resource Teacher Training (RTT).

**Table 5.4: Number of Participants of SEC Teachers/Officers in Different Training under SESIP organized by Zonal Office, NCTB and NAEM**

Zonal Office, NCTB & NAEM	School										Madrasa									
	HTT		ILC		PST		RTT		CA		HTT		ILC		PST		RTT		CA	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Barisal																				
Chattogram	27	2	29	9	39	19														
Cumilla																				
Dhaka																				
Khulna																				
Mymensingh	0	1	1																	
Rajshahi	3	0	1																	
Rangpur																				
Sylhet	1	0	3	1	4	0														
NCTB			4	0																
BEDU									13	5										
NAEM							8	9												
Total	31	3	38	10	43	19	8	9	13	5										

Source: SPSU, SESIP AD (Program- 2)

### C. Stipend Program

40. SESIP has a component of providing stipend to the poor students on the Pro-poor program. In order to qualify to receiving the stipends the students need to have the following criteria:

- The parent/guardian should own less than 50 decimal of land
- Annual income of parent/guardian should be less than 30,000 Tk
- The student should be from vulnerable group (Orphan, destitute etc.)
- Child of a disable Freedom Fighter
- Child of a disable (like physical handicap, blind/dump etc.) parents

- Child of poor family like victim of riverbank erosion,/destitute
- Child of low income working parent (like rickshaw puller, day labor etc.)
- Disable student (Physical handicap, blind, dumb, mentally disable etc.)
- The student will qualify for Pro-poor program by one criteria, if someone qualifies for more than one criteria he/she will get priority
- Students can enroll for the stipend only in class 6 and 9 grade

41. However, following are the conditions to continue in receiving the stipend

- Class attendance in the school should be at least 75%
- Obtain at least 33% marks in examination
- Student should remain unmarried until the exam of SSC/Dakhil

42. Under this program in total 201,939 girls and 106,937 boys received stipend. They are from both schools and Madrasas in 54 upazilas/thans (Table 5.5). The table shows that number of stipend recipient girls is higher than that of the boys from both schools and Madrasas.

**Table 5.5: Number Students Received Stipend by Schools and Madrasas**

No. Of Upazila/Thana	No. of Institution	School			Madrasa			Total
		M	F	Total	M	F	Total	
54	2837	92,726	170,752	263,478	14,211	31,187	45,398	308,876

Source: SPSU, SESIP AD (Equity)

The stipend recipient students are from schools and Madrasas of 54 upazilas/thanas of 17 districts. These are Faridpur, Shariyatpur, Madaripur, Gopajganj, Tangail, Jamalpur, Sherpur, Rangpur, Kurigram, Gaibandha, Lalmonirhat, Nilphamari, Rajshahi, Chapainababganj, Sirakganj, Narail and Barisal. It is to be noted that none of the schools are from CHT where SEC groups are dominant in number. There is no segregated data on stipend program for the SEC group of students.



## **6. Social Safeguard Monitoring**

### **A. Qualitative and Quantitative Monitoring Data**

43. In order to ascertain whether social and SEC management system is functioning properly, it is necessary to include a program to monitor. The social monitoring plan will include an social monitoring procedure based on an social review study of the program of the Directorate of Secondary and Higher Education.

44. The Social Monitoring Plan will focus on the implementation of mitigation measures during selection of project/sub-project locations and implementation period and inside school management. The selection of project/sub-project location and project implementation will be carried out under the overall supervision of the Education Engineering Department.

The project falls under "C" category in terms of IR issues and under "B" category in terms of SEC issues according to ADB Safeguard Policy Statement. All subprojects require following SMF and FSECP; but extension of school building / infrastructure development subprojects has minimal impacts. During the course of project implementation, monitoring of compliance and safeguard issues related to social safeguard matters are undertaken by the implementing agencies, with EED to ensure that the project is implemented with due concern for social safeguards and specifically to ensure that these issues are adequately addressed to the requirements of ADB.

### **B. Social Monitoring Database**

45. School social safeguard related data will help in the preparation of Semi-Annual Social Safeguard Report (SSSR) as required under ADB loan covenant and for GOB can be helpful. Social Safeguard Expert is now working with Education Management Information System (EMIS) so that one 'module' can be developed for social management database.

#### **a. Updating EMIS for Social Monitoring:**

46. Secondary School Quality Standard (SSQS) as approved by MOE, if upgrades regularly, can be used for monitoring and standardization of the schools both in physical facilities and social safeguard.

#### **b. EMIS Data Base for Efficient Use of School Land.**

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

48. So the improvement of EMIS in line with required infrastructure are very important so long the selection of the schools are dependent on the EMIS data base. The selection of the schools for further infrastructure development can be decided based on documents related to ownership of land of the school with detail digital mapping of the school premises and its surroundings. More over it is understood that immediate information about additional infrastructure construction from the funding other than SESIP are not available in the EMIS. The digital mapping for the schools can be done with little and negligible cost. Digital mapping will help in preparing master plan for the school. This needs to be started immediately in coordination with EED, DOE, SMC and community. EMIS also can have ability in monitoring of operation and maintenance of the school infrastructure and the performance of the SMC. Table 6.1 presents compliances of some Social Safeguard Issues for 23 PVIP school and one DEO building in Bandarban District of CHT, where presence of SECs is prominent. This is prepared mainly based the Semi-Annual Environmental Monitoring Report, June 2019.

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

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

Source: SESIP, Semi-Annual Environmental (Safeguard) Report, June 2019



## **7. Implementation of Social Management Framework (SMF) /Framework for Small Ethnic Community Plan (FSMCP)**

### **A. Institutional Arrangement**

49. The frameworks have been prepared to make the social safeguard assessment and review procedure has been prepared to facilitate compliance of SESIP infrastructures and other interventions with the land acquisition Act, 2017 of the Government and SPS (2009) of ADB. in PMU prepares a social assessment report on selected subprojects, including public consultation and an social monitoring plan with specific mitigation measures, institutional arrangements for implementation

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

### **B. Social Safeguard Monitoring Requirements**

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

52. The environmental mitigation measures, as stipulated in the respective frameworks and in the obtained social permit, are monitored during the implementation program. In order to monitor the respective frameworks EED has engaged social safeguard officer.

### **C. Financing Agreement**

53. Financial cost provision for the IR and SEC/IP issues is to be borne by the government of Bangladesh. Necessary fund need to be provided to respective upazila/thana secondary education office/EED from the project budget on the basis of as and when required. RAP as well as SECP would have its budget provision if these are need to be prepared after thorough evaluation of the social issues.



## **8. Capacity Development**

54. Capacity building (or capacity development) is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently. Capacity on social safeguard management needs to be strengthened at all levels of the Executing Agency including DSHE, EED, PIU/SESIP. SESIP will implement capacity building measures through training, exposure visit to ideal schools in major divisions. Detailed Capacity Building Program will be developed by SESIP as per need for SMF and FSECP. SESIP will organize training for EED Engineers, SMC and Contractors with support from ADB BRM resource person for Training on social safeguard issues.

### **A. Training and Induction**

55. Personnel including staff, employees will undertake appropriate training to ensure they are aware of their responsibilities in respect to all social safeguard issues and management. This will be achieved through the implementation of on-site induction and specific training programs designed to ensure that all concerned personnel are competent and aware of any social safeguard management procedures relevant to their activities.

#### **a. Rationale for Training:**

56. Sustainability of project outcome could be achieved only when people and society are protected from the potential adverse impact due to project activities. It requires strong safeguard system and institutional capacity of project EA for proper identification and assessment of social impacts, preparation of a sound social safeguard management plan and its proper implementation. In fact, there are lack of capacity in terms of human resources with expertise and know how within the GoB institutions in Bangladesh. From these consideration and from the perspective of SPS, 2009, Asian Development Bank (ADB) and ARIPA, 2017 of Bangladesh, a series of one day training on social safeguard management is planned.

## **9. Recommendation and Conclusion**

### **A. Key Issues and Recommendations made in EMR**

57. The key issues and measures recommended are (i) conduct social assessment for all the sub-projects through the checklist provided in the SMF and FSECP, (ii) Preparation of RAP and SECP/IPP for those sub-projects which has adverse impact.