

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Bangladesh	Project Title:	Supporting Fourth Primary Education Development Program
Lending/Financing Modality:	Results-based lending	Department/ Division:	South Asia Department / Bangladesh Resident Mission / Human and Social Development Division

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

In line with the Sustainable Development Goals, the Government of Bangladesh is committed to continuing to work towards ensuring equal access to quality education at all levels for all children. Although enrollment levels are high (net enrollment 97.9% and gross enrollment 109.2% in 2015), attendance rate estimates lag considerably behind enrollment at approximately 77.0%.¹⁵ At the same time, the majority of children completing primary education do not possess the skills and competencies of a grade 5 graduate (only 25% have the required competencies in Bangla and mathematics).¹⁶ Supporting the Fourth Primary Education Development Program (PEDP4) will align with the government's commitments to increase both participation in and the quality of primary education as highlighted in both Bangladesh's Seventh Five-Year Plan and its 2030 Agenda for Sustainable Development. Building on the lessons learned throughout the previous primary education development programs, PEDP4 will coordinate development partner and government priorities under one single sector-wide approach to ensure high levels of aid effectiveness through development coordination. PEDP4 is aligned with ADB's country partnership strategy for Bangladesh (2016–2020) that indicates ADB will support higher and inclusive growth increase in its investment in primary education.

B. Poverty Targeting:

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

In the past few years, Bangladesh has achieved substantial progress in the education sector in terms of access. The enrollment rate in primary education is 98.5% and the ratio is higher in favor of girls in both urban and rural areas. Instead of good progress in enrollment, attendance rate estimates lag considerably behind enrollment at approximately 77%.¹⁷ Children from poor and disadvantaged families, like urban slums, tend to show poorer education results. The majority of children completing primary education do not possess the skills and competencies of a grade 5 graduate (only 25% have the required competencies in Bangla and mathematics).¹⁸

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries. All school age children will be the primary beneficiaries. In view of the low numbers in attendance and also in competency of students completing primary levels, it is essential to take specific measures to ensure quality of education and create a conducive environment for students to attend school regularly. Many children from different communities and remote locations are still yet to access primary education, slow learners and children with special needs require special attention. During the design, special interventions to target out-of-school-children, as well as comprehensive demand-side interventions, will be explored. A framework for inclusive education and action plans to meet the gender-based needs of poor and other excluded groups will also be developed.

2. Impact channels and expected systemic changes. Reforming the primary education system is a long-term process, which will continue under PEDP4. A systematic change foreseen during PEDP4 is initiating the expansion of free and compulsory education to grade 8, as well as including the approach to target out-of-school children in the regular government activities (instead of separate stand-alone projects). Institutional strengthening will be continued based on significant progress demonstrated by the Third Primary Education Development Program (PEDP3).

¹⁵ Government of Bangladesh, Monitoring and Evaluation Division, Directorate of Primary Education. 2015. "Annual Sector Performance Report". Dhaka.

¹⁶ Government of Bangladesh, Monitoring and Evaluation Division, Directorate of Primary Education. 2014. "National Student Assessment 2013 for Grades 3 and 5". Dhaka.

¹⁷ Government of Bangladesh, Monitoring and Evaluation Division, Directorate of Primary Education, 2015. "Annual Sector Performance Report". Dhaka.

¹⁸ Government of Bangladesh, Monitoring and Evaluation Division, Directorate of Primary Education, 2014. "National Student Assessment 2013 for Grades 3 and 5". Dhaka.

3. Focus of (and resources allocated in) the PPTA or due diligence. The PPTA will help in designing the proposed ADB support as a results-based loan. Poverty and gender concerns will be factored in while undertaking the technical and safeguards assessment of PEDP4. See section VI.

II. GENDER AND DEVELOPMENT

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project or program?

Gender equality in enrollment at the primary level has been achieved. Parity in the proportion of female teachers has also been achieved in government primary schools. But educational attainment and drop-out for girls are important issues. Girls' education as a means to women's empowerment is not widely shared yet. Early marriage is still prevalent in Bangladesh. Education of girls in remote locations, from different excluded groups is discouraged. Girls' are often used as supporting workforce at the households that hinders their educational achievements. At times, girls are discouraged to attend schools due to social insecurity and perceived poverty more than actual poverty. In some areas, more girls are in schools than boys. There is a need to identify these areas and take measures to ensure that all boys of school age attend the schools. Gender equality in the teaching force in government primary schools has been achieved but efforts are needed to promote women's participation in other schools and in education management.

2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and participation in decision making? Yes No Please explain.

A gender action plan will be prepared during the design of the program. This plan will be part of the overall sector-wide approach arrangements. A gender specialist is foreseen to be recruited by one of the other development partners and the ADB team will collaborate with the gender specialists from other development partners, the consultant, and the implementing agency during the design.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality? Yes No Please explain

The program will support equitable inclusive quality education. Currently girls' enrollment is better than boys, more women are teacher then men, with a designated quota for female teachers.

4. Indicate the intended gender mainstreaming category:
 GEN (gender equity) EGM (effective gender mainstreaming)
 SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

The initial stakeholder is the Government of Bangladesh. The Ministry of Primary and Mass Education will be the executing ministry and the Directorate of Primary Education will implement the program. The Bureau of Non-Formal Education, other government ministries, and agencies will also be involved. The Local Government Engineering Department will be responsible for infrastructure development activities. Interested development partners are supporting the government in designing and subsequent implementation phase. Partnership arrangements will be determined to establish effective engagement of nongovernment organizations in ensuring education for various excluded groups.

2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?

Different types of consultation and participation will be undertaken at different levels. During the design, continuous dialogue and collaboration in a planned manner with the development partners and various government ministries and departments will be maintained to develop and agree on a macro level framework and coverage of the proposed program. At the community level, consultation and workshops will be held for (i) social, gender, and environmental assessments; (ii) assessment of the requirements for inclusive education; and (iii) developing action plans and strategies.

3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design? (H)Information generation and sharing (H)Consultation (H)Collaboration (H)Partnership

The national NGOs are organized in the Campaign for Popular Education and the international NGOs in the I-NGO forum, and have a chair. Both the Campaign for Popular Education and the chair of the I-NGO forum are actively participating in the design, they will join the missions. For specific topics, more intense collaborations are foreseen, for example on the design of the out-of-school children approach, and further strengthening of the government-NGO guidelines for implementing pre-primary education, which was developed under PEDP3.

<p>4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain.</p> <p>Access to education for poor and excluded groups still needs to increase. In a collaborative design effort, an approach to target out-of-school children will be developed. This will be based upon a currently ongoing study to identify strengths and weaknesses of ongoing programs to reach the poor and vulnerable. In this study, the poor and excluded participate.</p>
IV. SOCIAL SAFEGUARDS
A. Involuntary Resettlement Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process?</p> <p><input type="checkbox"/> Resettlement plan <input type="checkbox"/> Resettlement framework <input type="checkbox"/> Social impact matrix</p> <p><input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> None</p>
B. Indigenous Peoples Category <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The aim of the program is to ensure equitable access for all Bangladeshi children. Special programs to target vulnerable out-of-school children will be developed, including demand-side interventions. For example, during PEDP3 textbooks in indigenous languages were developed. Such interventions will continue and possibly strengthened. During design, the Ministry of Chittagong Hill Tracts Affairs and the related council is part of the design process. Specific consultations with representatives from indigenous peoples groups will be part of the design. Hence, positive impacts on indigenous peoples, in terms of increasing inclusive equitable access to quality education, are foreseen.</p> <p>3. Will the project require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No IPs will not be negatively affected.</p> <p>4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?</p> <p><input type="checkbox"/> Indigenous peoples plan <input checked="" type="checkbox"/> Indigenous peoples planning framework <input type="checkbox"/> Social Impact matrix</p> <p><input type="checkbox"/> Environmental and social management system arrangement <input type="checkbox"/> None</p>
V. OTHER SOCIAL ISSUES AND RISKS
<p>1. What other social issues and risks should be considered in the project design?</p> <p><input type="checkbox"/> (H) Creating decent jobs and employment <input type="checkbox"/> (H) Adhering to core labor standards <input type="checkbox"/> Labor retrenchment</p> <p><input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input type="checkbox"/> Affordability</p> <p><input type="checkbox"/> Increase in unplanned migration <input type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability</p> <p><input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify _____</p> <p>2. How are these additional social issues and risks going to be addressed in the project design?</p>
VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT
<p>1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (v) other social risks. Are the relevant specialists identified?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?</p> <p>The development partners and the government have agreed on a collaborative design process. Each development partner is supporting parts of the design. ADB supports via its PPTA, for \$800,000. This amount will be financed through the PPTA provided as a grant by the Japanese government. ADB will finance the social and environmental due diligence, another development partner will support gender. Under PEDP3, several studies have been and are being conducted focusing at social analysis. Senior social sector officers in Bangladesh Resident Mission (BRM) and Human and Social Development Division, with support of Social Development Officer (gender) in BRM will participate in the government-development partners' technical working group for preparations of social and gender-related interventions in the program design.</p>