

# Combined Involuntary Resettlement and Indigenous Peoples Safeguards Monitoring Report

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Project No. 42122-013 and 42122-016  
Semestral Report  
December 2016

## Loan 2761 & Loan 3256-BAN(SF): Third Primary Education Development Project and Third Primary Education Development Project- Additional Financing

Prepared by Department of Primary Education and Local Government Engineering Department  
for the Government of People's Republic of Bangladesh and the Asian Development Bank

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**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH**

**Ministry of Local Government, Rural Development and Cooperatives  
Local Government Division**

**Local Government Engineering Department**



**Third Primary Education Development Program (PEDP3)**

**Revised Biannual Social Safeguard Management  
Report  
(July – December, 2016)**

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## **1. Abbreviations and Acronyms**

<b>AF</b>	Additional Funding
<b>ADB</b>	Asian Development Bank
<b>CHT</b>	Chittagong Hill Tracts
<b>DEO</b>	District Education Officer
<b>DP</b>	Development Partner
<b>DPE</b>	Directorate of Primary Education
<b>DPP</b>	Development Project Proposal
<b>EFA</b>	Education for all
<b>EMP</b>	Environmental Management Plan
<b>GOB</b>	Government of Bangladesh
<b>GPS</b>	Government Primary School
<b>IDA</b>	International Development Agency
<b>IP</b>	Indigenous People
<b>IR</b>	Involuntary Resettlement
<b>JARM</b>	Joint Annual Review Mission
<b>LGED</b>	Local Government Engineering Department
<b>MIS</b>	Management Information System
<b>MOPME</b>	Ministry of Primary and Mass Education
<b>PEDP 3</b>	Third Primary Education Development Program
<b>RNGPS</b>	Registered Non-Government Primary School
<b>SEC</b>	Small Ethnic Community
<b>SECP</b>	Small Ethnic Communities Plan
<b>SPS</b>	Safeguard Policy Statement
<b>SR</b>	Safeguard Requirement
<b>SMF</b>	Social Management Framework
<b>WB</b>	World Bank

## 2. Introduction

The Government, with support from the Developing Partners (DPs), developed and implementing the third Primary Education Program (PEDP3), a follow on program of PEDP- 2 based on the lessons learned and other related documents. PEDP-3 aims to reinforce the ongoing reforms within a well-developed policy framework based on lessons learned from PEDP-2 and specifically addresses the inclusive education agenda with a focus on deepening reforms to address the needs of the poor and other excluded groups. This Additional Financing (AF) provides funds to continue reforms and activities being implemented under PEDP- 3. The AF does not finance any new components; the natures of activities therefore remain the same though the scope and coverage is expected to be improved.

### Background

This Harmonized Social Management Framework (SMF) is proposed to deal with social safeguard issues that may arise during implementation of the PEDP- 3. It must be mentioned that the AF will not include any new component. So, no new safeguard policies would be triggered. This SMF is an updated version of the original SMF for PEDP 3, based on the findings and lessons learned from the latter. This updated SMF will be applicable for all program activities including the AF henceforth.

The objective of the AF remains the same as of PEDP 3: to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. The program will be implemented over a three-to-six year period with the support of a number of development partners (DPs) including the Asian Development Bank, AusAID, CIDA, DFID, EC, JICA, Netherlands, SIDA, UNICEF and the World Bank/IDA.

It is envisaged that the program activities will trigger the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3(SR3) on Indigenous Peoples Safeguards. WB OP 4.12 on Involuntary Resettlement (IR) safeguards or ADB's SR2 on the same did not trigger for PEDP 3, as all new civil works had been undertaken within the school premises, so far, and did not cause any displacement or adverse impact on livelihoods. The AF is also not expected to trigger OP 4.12/SR2, but the SMF (as was the case in the original) includes all guidelines and policies to be followed in case they are triggered. MOPME/DPE has decided that IR safeguards should be taken into account in both PEDP 3 and PEDP 3 AF, as in future, schools may need to be constructed in private or public acquired lands beyond the existing campuses. As such, consistent with the World Bank's Operational Policies and ADB's Safeguard Policy Statement (SPS2), and those of other (DPs), the SMF proposes principles, policies, guidelines and

procedure to identify and address impact issues concerning Small Ethnic Communities (SEC) and IR safeguards. The SMF will apply to the PEDP 3 and PEDP 3AF as a whole, and provide the basis to prepare and implement impact mitigation plans as and when school physical works are found to cause adverse impacts on SECs and others, including private landowners and public land users.

### **Lessons Learned from PEDP 3 (Implementation till date)**

This section is based on close consultations with the Local Government Engineering Department (LGED), DPE, and local communities, findings from secondary sources such as annual monitoring reports generated by DPE and LGED, and studying the project databases. The objective of this exercise was to update the original SMF for PEDP3 for the purposes of the AF as well as the program as a whole.

### **Small Ethnic Communities (SEC)**

The program has been actively working in areas where SECs live including the Chittagong Hill Tracts (CHT) where they are largely prevalent. OP 4.10/SR3 is therefore triggered for the Program. There is a dedicated database for the program with disaggregated data for SECs and gender. Although DPE carries out regular consultation with local people and designs school related civil works in a participatory manner, sub-project level SEC Plans may require to be developed in terms of documentation and reporting, based on the level of impact on IPs. Awareness raising and community level consultations with SECs are carried out regularly but the documentation is weak with regards to this.

### 3. Social Safeguards in PEDP 3

LGED is continuing to undertake huge number of small scale infrastructure throughout the country, but the program encourages vertical extension of new constructions or horizontal extensions structure within the existing land and boundary of school premises. No land acquisition and resettlement has been required for the program activities so far, and thus no resultant negative impact on the community people including women, vulnerable, and ethnic groups/communities has occurred due to the land usage. Joint social screening exercise had been conducted for each sub-project (12,670 screening reports are available). LGED consults with the local community at all stages of their activities jointly with the School Management Committees (SMCs) and other relevant stakeholders. All relevant information (i.e. type of civil works, duration etc.) are displayed for community's prior knowledge and information on the information boards in front of schools and construction sites.

Water and Sanitation facilities now fully undertaken by the Department of Public Health Engineering (DPHE). These are also not expected to have negative impact on local community people including SEC as they will not require land acquisition or displacement of any sort; all civil works relevant to this component will be carried out within the existing school premises. Provisions for female toilets and toilet for persons with disability in WASH blocks in the schools are taken keeping gender needs and special needs in consideration.

#### **Objectives of SMF**

The principles, policies, guidelines, and procedures proposed in this SMF are to help MOPME/DPE to select, design and implement the subprojects to ensure that PEDP 3,

- Enhances social outcomes of the activities implemented under the individual subprojects;
- Identifies and mitigates adverse impacts that the individual subprojects might cause on people, which also include protection against loss of livelihood activities; and
- Ensures compliance with the social safeguards policies of World Bank, ADB, and other development partners on **Small Ethnic Community** and involuntary resettlement.



## **Social Safeguard Issues**

PEDP3 comprises the following four key areas:

- (a) *Universal Access* – would aim to improve access to quality schooling with a particular focus on the poorest and the disadvantaged;
- (b) *Quality of Teaching and Student Learning* – would aim to improve the quality of teaching, the learning environment and student learning;
- (c) *Institutional Strengthening* – would aim to improve the efficiency and effectiveness of education service delivery; and
- (d) *Program Planning and Management* – which aims to improve education sector management and policy development, and strengthening monitoring and evaluation, including student learning.

Each key area consists of several activities which would together address various development and management issues involved in the primary education sector. Of the four key areas, Universal Access will address various issues that keep many school children out of the primary education system. It includes, among other activities, formulating and implementing an action plan to mainstream the disadvantaged children; revamping and implementing stipends program for poor children; school health and nutrition program; and improving the school physical facilities. All of these are intended to facilitate universal access and sustenance of inclusive education of children who now remain excluded from the system for various socioeconomic reasons. Activities included in the other three components would support and help achieving this goal.

Social safeguard issues may arise due to extension of existing and creation of new physical facilities. The existing schools that would require improvements, as well as the need for and location of new schools, would be identified during program preparation and implementation. Land requirements and availability — which would vary from one school to another in terms of scope of civil works and, more importantly availability of land under schools' ownership — could not be determined until specific schools are identified and civil work needs assessed. Regardless land-related issues and impacts for individual schools are not expected to be significant.

## **Screening & Mitigation Guidelines**

To the extent feasible, DPE (i) avoided subprojects that will require private land acquisition; (ii) carry out the extension/renovation works in the lands already owned by schools; (iii) use their own or other public lands for building new schools. Where adverse impacts could not be avoided

completely, DPE screened all the subprojects to identify the potential safeguards issues and impacts by using a specified instrument (**Annex A**) and, if required, prepared and implemented impact mitigation plans as per the guidelines provided in this SMF.

Where screening results indicated potentials of adverse impacts, MOPME/DPE's action on a school was consistent with the following sets of guidelines.

- **Framework for SECs Plan.** Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on IPs, and a consultation framework for adoption of mitigation and development measures; and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition Ordinance, 1982, OP 4.12, and SR2, it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; mitigation measures and standards; mitigation plan requirements and preparation process; implementation and monitoring arrangements for mitigation plans.

## 4. Framework for Small Ethnic Communities Plan

### Background

Bangladesh is rich in cultural diversity due to presence of different Small Ethnic Communities who are also known and addressed as the Adivasis/ Tribal. They are diverse in their culture, language, religion, traditions and patterns of social, economic and cultural life. In the recent National Poverty Reduction Strategy Paper adopted by the Government of Bangladesh, the term “adivasi/ethnic minorities” was used. Tribal peoples, both from the CHT and the plains, increasingly refer to themselves as Small Ethnic Communities in English, and as *adivasis* in Bangla.

The largest concentration is in the Chittagong Hill Tracts but other areas in which these communities live include Chittagong, greater Mymensingh, greater Rajshahi, greater Sylhet, Patuakhali and Barguna. Chakma, Garo, Manipuri, Marma, Munda, Oraon, Santal, Khasi, Kuki, Tripura, Mro, Hajong and Rakhain are some of the well-known adivasi/small ethnic communities of Bangladesh. In the census of 2011, Bangladesh government identifies 29 SECs of population 1,586,141. Different reports provide different numbers of tribal/ethnic minority population and it is estimated to be around 2-3 million. For the purposes of this document they have been referred to as Small Ethnic Communities (SEC).

SECs comprise about less than 1% (3 million) of the population of Bangladesh living mainly in the Chittagong Hill Tracts (CHT) and in rural communities in Mymensingh, Sylhet, Dinajpur and Rajshahi. The small ethnic communities in CHT possess separate identities, specific racial backgrounds, different languages, and distinct heritage and culture. The largest groups are the Chakmas, Marmas, and Tripuras. They differ in their social organization, marriage customs, birth and death rites, food and other social customs from the people of the rest of the country. There is lack of information on their socio-economic indicators. These communities largely speak Tibeto-Burman languages.

The indigenous peoples everywhere are generally poorer than the mainstream peoples. Most indigenous peoples in CHT live in settlements in remote hills and valleys that are very difficult to access, they still use lands for living and livelihood under the traditional/customary tenure not recognized in the country’s land administration system. The areas they inhabit, especially in CHT, are generally characterized by poor basic infrastructures like roads, schools, water supply and sanitation, health care facilities and markets

Applicability of OP 4.10 and ADB’s Safeguard Requirement 3 (SR3) in the plains districts and CHT will in general depend on (i) the presence and prevalence of SECs in the close vicinities of the schools that are undertaken for expansion/improvements as well as location and sites of the

new schools; and (ii) whether or not the required physical works would affect them in manners to threaten their cultural way of life and restrict access to their livelihood activities. Given their scope for individual schools and availability of *khasland* in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten SECs in any significant manner. Yet, in view of the uncertainty DPE has decided to formally adopt this framework outlining principles, policies, guidelines and procedure to identify the impact issues and potential risks and, if required, formulate and execute Small Ethnic Communities Plan. This will apply whenever physical works for existing and new schools in CHT or plains districts are found to cause adverse impacts on indigenous peoples.

### **Objectives of Small Ethnic Communities Plan**

The objective of ADB and World Bank's SEC Safeguards policies is to design and implement projects in a way that fosters full respect for SECs identity, dignity, human rights, livelihood systems, and cultural uniqueness as defined by the Small Ethnic Communities themselves so that they (i) receive culturally appropriate social and economic benefits, (ii) do not suffer adverse impacts as a result of projects, and (iii) can participate actively in projects that affect them.

Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities in general, and the physical works in particular, do not adversely affect Small Ethnic Communities, and that they receive culturally compatible social and economic benefits. This will require DPE to carefully select and screen all schools and their locations and sites, that are to be expanded or built anew, and determine presence of Small Ethnic Communities in the school localities and ensure their participation in the civil works selection and implementation processes. Depending on prevalence of Small Ethnic Communities- and their needs and concerns – this will be assessed through consultations.

### **Small Ethnic Communities Plan**

Selection of expansion works and other improvements and location of new schools will largely indicate whether or not, or in the manner, indigenous peoples would be benefitted or adversely affected. Wherever affected adversely, in the plains or CHT, DPE will prepare and implement Small Ethnic Communities Plans (SECPs) in accord with the principles, guidelines and procedure outlined below. To avoid or minimize adverse impacts and, at the same time, ensure culturally appropriate benefits, DPE will select, design and implement the physical works in adherence to the following principles:

- Fully include indigenous peoples communities in general and their organizations in the process leading to identification, planning and implementation of expansion/improvements works and locations and sites of new schools and dormitories for children and teachers;

- Carefully screen, together with indigenous peoples, the required physical works on existing schools and locations and sites of new ones for a preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts;
- Where alternatives are infeasible and adverse impacts are unavoidable, immediately make an assessment of the key impact issues jointly with indigenous peoples and others knowledgeable of indigenous people cultures and concerns;
- Undertake the tasks necessary to prepare IPPs with the most appropriate measures to mitigate the adverse impacts and, if opportunities are there, development measures for the general SECs; and
- Not undertake civil works where the SECs remain unconvinced about the benefits to offer broad support for the project

## **5.0 The Sub-Projects under PEDP 3**

### **5.1 Sub-project Description**

Under PEDP-3, additional class rooms are being constructed to reduce overcrowding in the class rooms. These are basically of two types, vertical extension and horizontal extension. In case of horizontal building, the design types are for plain land, coastal, Char and hill. In hill area where lands are more or less plain, plain land design of building type is being implemented. But in hilly area where the construction material is difficult to carry schools are being constructed by pre-fabricated post and truss with tin shed roofing. In case of horizontal extension, the placement of the new infrastructure is very important to maintain a good school environment especially in the backdrop of land scarcity in a densely populated country like Bangladesh. 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. So it is highly recommended that the possibility of vertical extension should be explored first so that land can be made available for a play ground. Only if that seems to be unfeasible, a horizontal extension can be considered. LGED is constructing school cum cyclone shelters in the cyclone prone areas and school cum flood shelters in the flood prone areas. In such cases, the ground floor of the school is kept open and the class rooms are built at the 1<sup>st</sup> floor. The ground floors of such buildings are used for various community activities during the normal time.

## 6. Sub-project Location

The PEDP3 is being implemented all over Bangladesh. However, the schools are selected and prioritized based on the certain parameters. Criteria for prioritization and development for all categories of PEDP-3 infrastructures development are given below. These criteria were developed in consultation with the Director (Planning and Development) of the DPE, MoPME and consultant of The World Bank:

- School is not overcrowded
- Every primary school should have at least four classrooms with one teachers' room
- Minimum ratio of classroom versus student is 1:40 with flexibility up to 40% in the case of overcrowding which increase the ratio 1:56.
- School is having a minimum number of four school teachers
- One school is considered for every 2,000 people in a catchment having no school within a periphery of 2 km.
- A single infrastructure community school in a dilapidated condition should receive priority only for the first year of the program.
- Hilly and coastal areas, chars and haors are the prioritized areas
- A primary school having a minimum of 230 students receives priority
- Availability of sufficient land for horizontal/vertical extension of classrooms is a priority qualification
- A primary school contributing to the regional disparity removal receives preference.

The cumulative list of 12670 schools screened up to December, 2016 is shown in Table-1. The geographical distribution of the schools is presented in a map of Bangladesh in Fig. 1.

**Table 1: District wise list of Schools and Classrooms (Cumulative)**

Region Name	District	Total School	Ver Extn.	Hor Extn.	Ver+Hor Extn.	Total Class Rooms
BARISAL	BARISAL	443	417	730	198	1345
BARISAL	BHOLA	293	294	544	89	927
BARISAL	JHALOKATHI	66	37	160	13	210
BARISAL	PEROJPUR	145	78	334	68	480
BOGRA	BOGRA	167	90	372	107	569
BOGRA	JOYPURHAT	36	24	70	11	105
BOGRA	PABNA	203	201	320	102	623
BOGRA	SERAJGONJ	469	252	1052	461	1765
CHITTAGONG	BANDARBAN	140	90	302	144	536
CHITTAGONG	CHITTAGONG	406	561	503	289	1353
CHITTAGONG	COX'S BAZAR	116	109	178	23	310
CHITTAGONG	KHAGRACHARI	125	72	242	167	481
CHITTAGONG	RANGAMATI	209	63	453	292	808
COMILLA	BRAHMONBARIA	324	391	398	227	1016
COMILLA	CHANDPUR	260	299	359	160	818
COMILLA	COMILLA	451	534	553	348	1435
COMILLA	FENI	88	81	153	50	284
COMILLA	LAXMIPUR	166	137	250	169	556
COMILLA	NOAKHALI	418	336	693	370	1399
DHAKA	DHAKA	250	395	264	258	917
DHAKA	GAZIPUR	144	171	235	61	467
DHAKA	MANIKGONJ	137	136	235	89	460
DHAKA	MUNSHIGONJ	133	137	183	207	527
DHAKA	NARAYANGONJ	198	238	201	309	748
DHAKA	NARSHINGDI	200	210	320	79	609
DINAJPUR	DINAJPUR	128	75	297	62	434
DINAJPUR	NILPHAMARI	201	193	340	57	590
DINAJPUR	PANCHAGARH	75	59	135	38	232
DINAJPUR	THAKURGAON	115	107	154	86	347
FARIDPUR	FARIDPUR	237	161	438	198	797
FARIDPUR	GOPALGONJ	154	133	329	28	490
FARIDPUR	MADARIPUR	205	188	302	190	680
FARIDPUR	RAJBARI	83	57	148	62	267
FARIDPUR	SHARIATPUR	134	127	174	179	480
JESSORE	CHUADANGA	51	46	90	20	156
JESSORE	JESSORE	120	67	263	52	382
JESSORE	JHENAIDAH	90	65	142	69	276
JESSORE	KUSHTIA	115	104	205	109	418
JESSORE	MAGURA	61	38	140	16	194
JESSORE	MEHERPUR	35	21	60	45	126
KHULNA	BAGERHAT	205	133	383	165	681
KHULNA	KHULNA	183	135	394	87	616
KHULNA	NARAIL	87	58	190	42	290
KHULNA	SATKHIRA	156	110	379	70	559



MYMENSINGH	JAMALPUR	248	139	495	210	844
MYMENSINGH	KISHOREGONJ	339	399	427	202	1028
MYMENSINGH	MYMENSINGH	558	456	874	440	1770
MYMENSINGH	NETROKONA	258	209	482	122	813
MYMENSINGH	SHERPUR	115	71	238	48	357
MYMENSINGH	TANGAIL	380	317	654	224	1195
PATUAKHALI	BARGUNA	157	75	385	23	483
PATUAKHALI	PATUAKHALI	179	81	331	169	581
RAJSHAHI	C. NAWABGONJ	94	64	199	97	360
RAJSHAHI	NAOGAON	106	59	229	40	328
RAJSHAHI	NATORE	70	40	150	24	214
RAJSHAHI	RAJSHAHI	81	48	147	70	265
RANGPUR	GAIBANDHA	436	382	816	204	1402
RANGPUR	KURIGRAM	366	221	732	228	1181
RANGPUR	LALMONIRHAT	91	107	116	33	256
RANGPUR	RANGPUR	247	231	333	164	728
SYLHET	HABIGONJ	265	191	521	84	796
SYLHET	MOULVIBAZAR	108	65	216	49	330
SYLHET	SUNAMGONJ	255	213	476	82	771
SYLHET	SYLHET	295	365	412	61	838
Total		12670	10963	21900	8440	41303



## 6.1 Scope of Social Safeguard Management Report

This report covers social screening of total 12, 670 schools. Out of the total school, 10516 nos. (83%) are located in the plain land .In hill region the total number of school is 1011(8.0%) . In the Haor area the number of school is 506 which are 4% of total school. School number in coastal area is 599 which are 5.0%. The total scenario based on the above 4 regions can be seen in the Pie chart 1(Fig.2).

Out of total 12,670 schools under PEDP 3, the distribution on basis of type of Classroom construction, total no. of horizontal class rooms is 21,900 which are 53.0%, similarly in case of vertical construction the no of classroom is 10963 which is 26.5% of total classrooms. Combined horizontal and vertical no. of classroom is 8440 which are 20.5%. The Pie chart no.2 (Fig.3) depicts the scenario.

The screening formats which have been received from the field, it is observed that there is no case of land acquisition required for the construction of schools, therefore there is no case of resettlement or migration of people is reported. Finally it can be concluded that the Involuntary Resettlement (IR) is not an issue of concern in PEDP 3.

## 6.2 Cumulative Social Safeguard Management Status

During the period from Dec 2012 to Dec 2016, social safeguard screenings of total 12,670 schools have been performed through social safeguard screening format. The region wise status is shown in Table 2 below:

**Table 2: Cumulative Status of Social Safeguard Screening of Schools**

Region	Total schools	Distribution of school on the basis of SEC	
		All or Majority Mainstream students	Majority Small Ethnic Community students
Barisal	947	919	28
Patuakhali	336	310	26
Bogra	875	790	85
Rajshahi	351	264	87
Chittagong	996	843	153
Comilla	1707	1632	75
Dhaka	1062	1026	36
Dinajpur	519	469	50
Faridpur	813	741	72
Jessore	472	447	25
Khulna	631	578	53
Mymensingh	1898	1750	148
Rangpur	1140	1112	28
Sylhet	923	801	122
<b>Total</b>	<b>12670</b>	<b>11682</b>	<b>988</b>

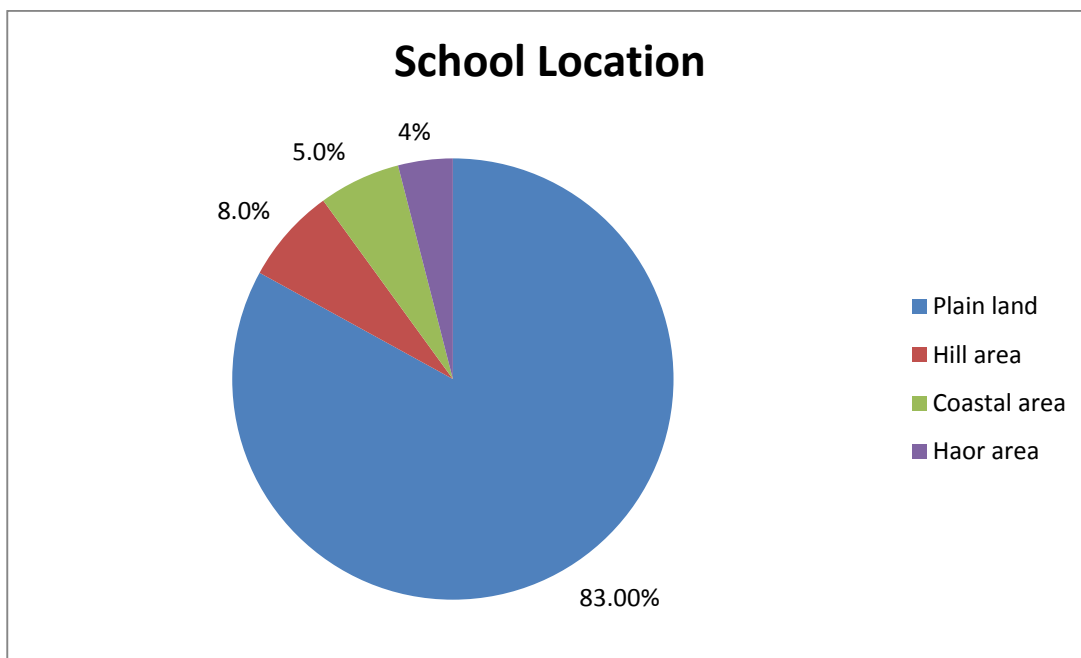


Fig.2 Pie chart 1: Area wise school location

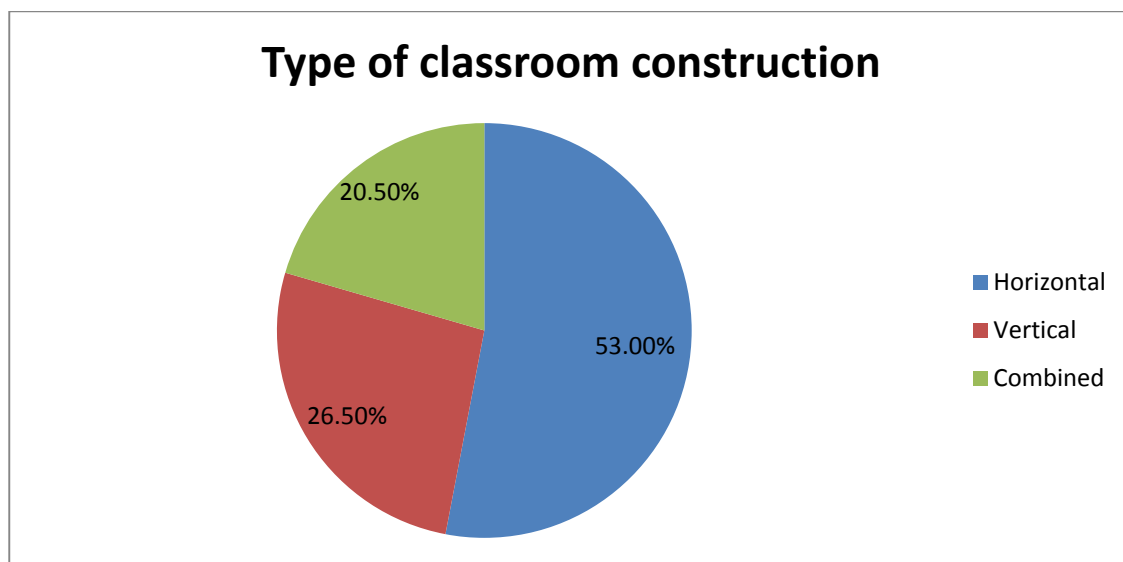


Fig.3 Pie Chart 2: Type of classroom construction



**Fig.4: Haor type school.,Itai GPS,Dharmapasha.**



**Fig 5. Bagachari GPS in Rangamati Dist.,Plain land school in hill area.**





Fig. 6 Chalbala GPS, Lalmonirhat



তৈজং কেরানী পাড়া সরকারী প্রাথমিক বিদ্যালয়

Fig 7.Taijong Keranipara GPS, Hill type school

## 7. Achievement in Social Safeguard during the period from Jul to Dec, 2016

### Social Safeguard Screening of Schools

MoPME had given approval for construction of 5027 additional classrooms for 723 schools on June 30, 2016. Deducting the schools which could not be constructed due to various reasons up to date 618 new schools are being constructed. The social safeguard screenings of the schools have been performed through social safeguard screening format (Annex A). After screening it was found that 46 schools are located in Small Ethnic Community areas. The region wise status is shown in Table 3 below:

**Table 3: Status of Social Safeguard Screening of Schools**

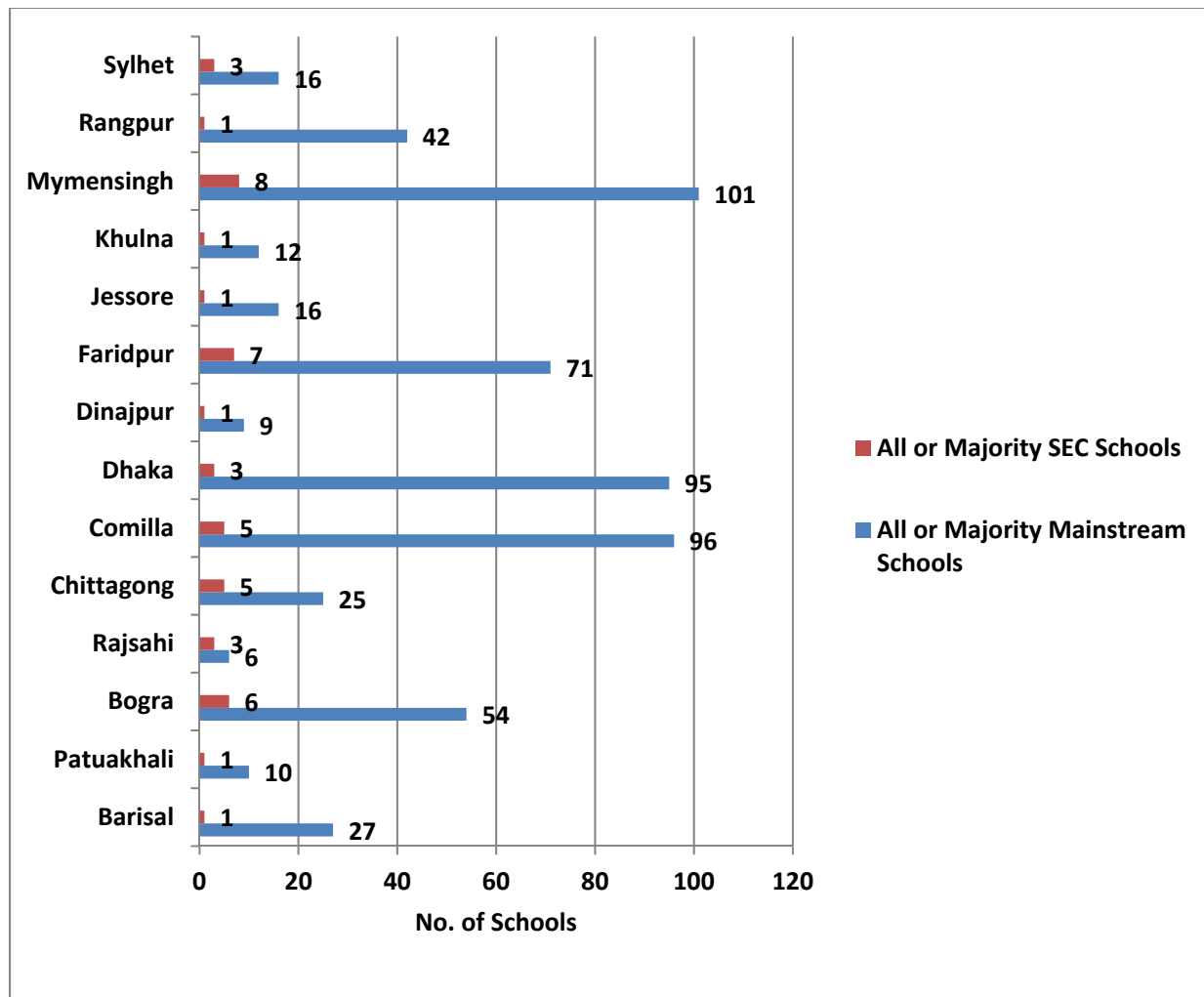
Region	Total schools	Distribution of school on the basis of SEC	
		All or Majority Mainstream peoples	Majority Small Ethnic Community peoples
Barisal	28	27	1
Patuakhali	11	10	1
Bogra	60	54	6
Rajshahi	9	6	3
Chittagong	30	25	5
Comilla	101	96	5
Dhaka	98	95	3
Dinajpur	10	9	1
Faridpur	78	71	7
Jessore	17	16	1
Khulna	13	12	1
Mymensingh	101	101	8
Rangpur	43	42	1
Sylhet	19	16	3
<b>Total</b>	<b>618</b>	<b>572</b>	<b>46</b>

A bar chart of schools on the basis of community population in school catchment is shown in Fig.2

### Safeguard measures considered by PEDP-3

No major harmful impacts on the environment from civil construction under the program is envisaged. In the case of Chittagong Hill Tracts, given the remote and inaccessible locations of many areas where carrying costs of construction materials could be comparatively high, there the priority has been given on the use of locally available construction 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 (e.g. teak) of trees

is avoided rather indigenous tree species will be planted to conserve the native biodiversity and maintain ecosystem integrity. Special school types were designed for the areas and presented to the local people's representatives in view exchange meetings. The type of school was selected with their agreement.



**Figure 8: Bar chart of school on the basis of SEC during July 16 to December 16**

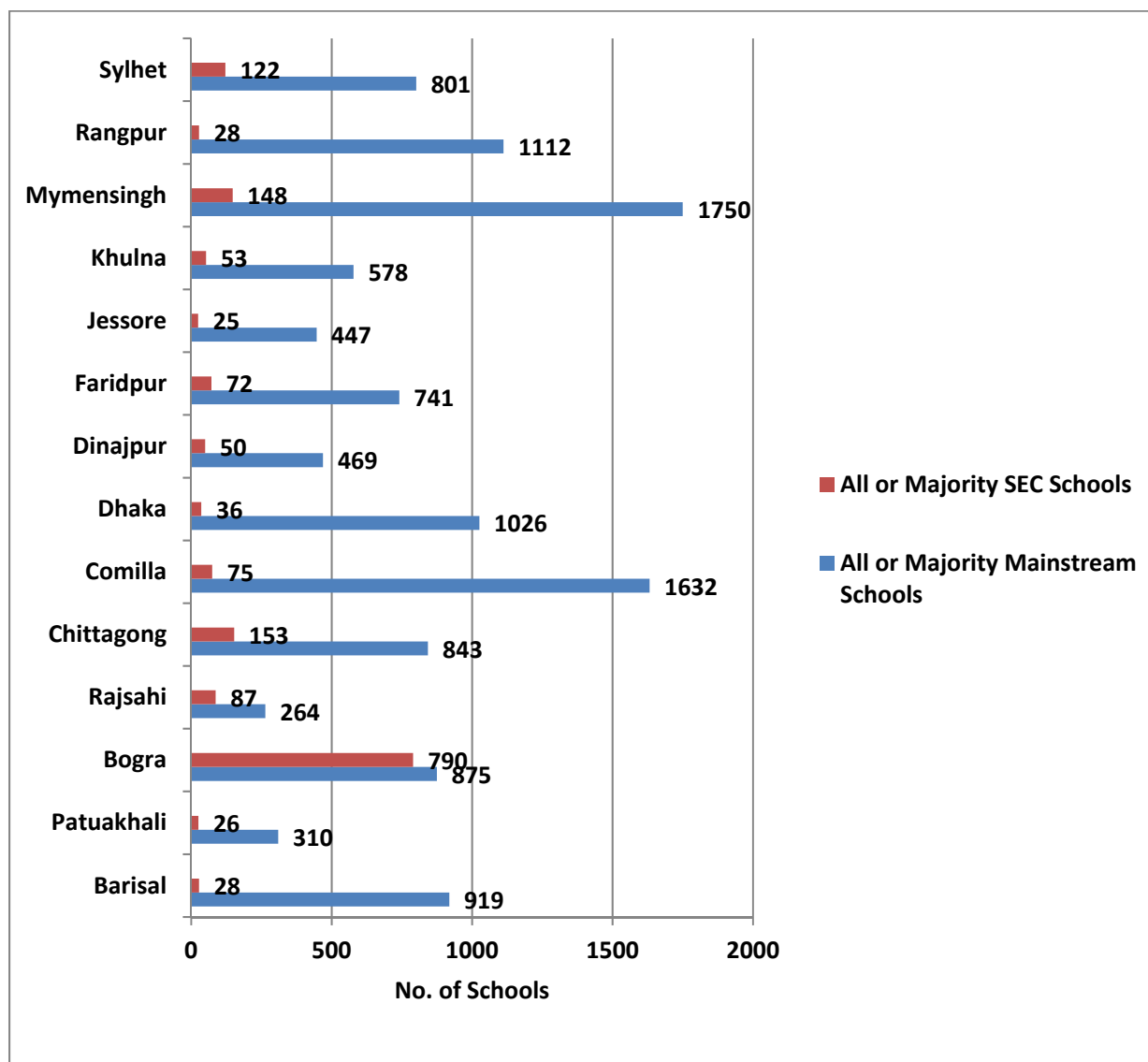
#### **Cumulative achievement of SEC screening**

So far, a total of 12,670 schools have been screened for both Involuntary Resettlement and SEC safeguards. The region wise status of all schools screened so far is shown in figure 1. No school required any new land acquisition, as all constructions were done within the existing schools campus. So, no people were physically or economically displaced due to the school constructions



A bar chart of schools on the basis of community population (in school catchment) is shown in Fig.2.

### Region-wise Cumulative Distribution of Schools



**Figure 9:** Distribution of Total Schools screened up to December, 2016 on the basis of SEC

## **8. Safeguard measures considered by PEDP-3**

8.1. No major harmful impacts on environment or SEC from civil construction under the program was observed. However, particularly in the case of Chittagong Hill Tracts, given the remote and inaccessible locations of many areas where carrying costs of construction materials could be comparatively high, priority should be given on the use of locally available construction 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 (e.g. teak) of trees will be avoided rather indigenous tree species will be planted to conserve the native biodiversity and maintain ecosystem integrity. Special school types were designed for the areas and presented to the local people's representatives in view exchange meetings. The type of school was selected with their agreement.

### **8.2 Special school design in CHT:**

LGED submitted two special school designs for CHT to MoPME. In a meeting it was decided that the design submitted by LGED will not be feasible considering cost and life of the school building. However 1 school built under hill type is shown in figure 8.

### **8.3 Grievance Redress Mechanism:**

DPE issued a letter to all field offices and schools including Chittagong Hill Tracts (CHT) to keep one complain Box in each DPEO. In case of any complain related to PEDP3 and others activities that adverse impact on SEC or stakeholder communities arise, the project designated concern persons must take necessary measures to mitigate. However, no such complain has been received.

### **8.4 Schools built completely on new Land:**

There are no schools built on new land under PEDP3. However, a total number of four schools have been partly demolished due to expansion of Dhaka – Chittagong highway and Dhaka-Mymensingh highway. No new buildings have been constructed for those schools as on 15th March 2016 under PEDP3 but 3 transitional schools have been constructed from EiE fund in the existing campus. Beside that a total 155 schools have been destroyed by river erosion. Transitional schools have been constructed to continue the education in the land donated by local communities, so there was no land acquisition or any type of physical or economic displacement.

### **8.5 Indigenous Peoples safeguards:**

Although there was no negative impact of the program on small ethnic communities (SEC) of any program area. Several activities have been implemented under PEDP3 related to SEC which might be taken as positive impacts of the program on SEC are as follows:

1. Enrolment: A total of 39,161 SEC children (boys: 20,134 and girls 19,027) enrolled in pre-primary class and 2, 25,053 children (boys: 1,16, 309 and girls 1,08, 744) enrolled in class I-V (APSC-2016).
2. Teacher appointment and Training: Out of 3,57, 855 total teachers 8,925 (4,018 male and 4,907 female) teachers from SEC are working and all teachers received different types training under PEDP3. Only one teacher from SEC participated in study tour under PEDP-III.( APSC-2016)
3. Stipend to SEC: According to administrative data from Stipend project, A total 1,02,668 number student from SEC are getting stipend out of which 28,878 from Bandarban district, 36,106 from khagrachari district, and 37,680 from Rangamati district.
4. School feeding program for SEC: school feeding program covers 6 upazilas of Bandarban district of CHT and 9 upazilas in 5 other districts such as Cox's Bazar, Patuakhali, Mymensingh, Naogaon, Barguna.
5. Residential facilities: 18 schools have hostel facilities in CHT. 9 hostels established in 1986 with a capacity of 700 student and 10 hostels established under PEDP-II with a capacity of 800 student. Most of the Student from SEC lives in those hostels. But there is no data available by ethnic communities.
6. Text book in ethnic Language: Text book for pre-primary student of SEC such as Chakma, Marma, Tripura, Garo, Sadri and Saotal have been prepared by NCTB. The books will be piloted in 2016 and plan to deliver to SEC student in 2017.

## **9. Conclusion**

No report of any potential impact on social safeguard issues was received. Therefore it may be inferred that, the implementation of the development works in PEDP 3 will:

- Ensure compliance with the social safeguard policies of World Bank, ADB, and other development partners as well as meet the objectives of the SMF;
- Ensure cultural and religious integrity of small ethnic community people; and there are no adverse impacts that the individual subprojects might cause on people particularly indigenous people, which also include protection against loss of livelihood activities.
- No land acquisition was done in the construction and reconstruction of school buildings in plain as well as hill area

## **APPENDICES**

**Annex A****SOCIAL SAFEGUARD SCREENING**

*[The information sought in this form should be verified and recorded during school/site visits and/or community/stakeholder consultations. A DPE staff will fill in the form in presence of community members, local government officials, civil society representatives and others who have interests in the school.]*

<b>A. GENERAL INFORMATION</b>	
Name of School:	
<input type="checkbox"/> Existing School <input type="checkbox"/> New School	
Union:	Ward Name & No.:
Upazila:	District:
<b>Screening Date:</b>	
<b>Names of Persons Participated in Screening:</b>	
DPE Staff:	
Local Government Representatives:	
Community Members:	
<b>B. SOCIAL SAFEGUARD INFORMATION</b>	
<i>The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:</i>	
<input type="checkbox"/> All mainstream or non-indigenous/tribal peoples <input type="checkbox"/> All indigenous/tribal peoples <input type="checkbox"/> Majority mainstream or non-indigenous/tribal peoples <input type="checkbox"/> Majority indigenous/tribal peoples	
<b>Scope of Work:</b> <input type="checkbox"/> Improvements on Existing School <input type="checkbox"/> Construction of New School	
<b>Existing Schools:</b>	
<b>Toilets</b>	Number: Total Land Area (decimal/square feet):
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name):
<b>Additional Class Room</b>	Number: Total Land Area (dec/sft):
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name):

<b>Dormitory (CHT):</b>	Capacity (# of students):	Total land Area (decimals):	
<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 Indigenous Persons	<input type="checkbox"/> Under Lease to Non-Indigenous 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:			
<b>New Schools:</b>	<input type="checkbox"/> Without Cyclone Shelter & Dormitory	Total Land Area (decimals):	
	<input type="checkbox"/> With Cyclone Shelter	Total Land Area (decimals):	
	<input type="checkbox"/> With Dormitory	Total Land Area (decimals):	
<i>Required Land Belongs to:</i>	<input type="checkbox"/> School <input type="checkbox"/> Land Ministry (Khas)	<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</i>	<input type="checkbox"/> Agriculture	No. of persons using the lands:	

<i>are Presently Used for</i>	<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"><b>C. ADDITIONAL INFORMATION ON SMALL ETHNIC COMMUNITIES(SECs)</b>  <b>(IN ADDITION TO THE INFORMATION SOUGHT UNDER SECTION B)</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) .		



*The following are the social concerns expressed by SECcommunity and organizations:*

*The SEC community and organizations perceive the social outcomes of the scheme:*

☐ Positive ☐ Negative ☐ 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 DPE staff should fill in this form)

***Signature:*** ..... ***Date:*** .....