

# Indigenous Peoples Safeguards Monitoring Report

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Education Sector Investment Program  
(Tranche 1 and 2)

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## Summary of the Opportunities and Achievements of the Secondary Education Sector Investment Program (SESIP) Towards Tribal People's Development

### A. Opportunities of Tribal People's Development through Secondary Education Sector Investment Program (SESIP)

1. The education sector of Bangladesh in general and the secondary education sub-sector in particular has unique opportunities for development of the Tribal Population through targeting the minority and underserved and disadvantaged population who lack adequate access. Bangladesh promotes equal opportunities for all the citizens particularly the people of remote areas where educational facilities are weak and inadequate, high incidence of poverty and prevalence of peculiar social barriers. These issues are common among the tribal population who has special needs due to cultural and language barriers and lack of necessary employable skills needed by the job markets. The SESIP has availed the opportunities of targeting the secondary education students, schools, teachers, school management committee, and parents of the tribal areas. SESIP placed special attention to tribal students to cover up their shortcomings and difficulties in educational achievements.

2. The Secondary Education Sector Investment Program (SESIP) will support the government's reform of secondary education (grades 6–12) into a system that builds the foundation for a skilled labor force and prepares youths to meet the requirements of a rapidly developing economy. It will support advanced teaching and learning programs that use information and communication technology (ICT), as well as prevocational and vocational programs, teacher development, and examination reforms. It will promote gender-equitable and pro-poor stipends for students. It will help establish more decentralized and efficient allocation and use of resources, as well as strengthen sector performance monitoring. The investment program will build upon the ongoing Secondary Education Sector Development Program<sup>1</sup> and the Second Teaching Quality Improvement Project.<sup>2</sup> It will further benefit from the experience of the Third Primary Education Development Project (PEDP3), which uses disbursement-linked indicators (DLIs).<sup>3</sup> The investment program links disbursement to the achievement of key results. It will further support the transition to a sector-wide approach (SWAp).

### B. Impact and Outcome

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

Categorization of the project: It is a category C project in terms of Involuntary Resettlement impacts and a category B project in terms of IP impacts.

The project components do not include any land acquisition or infrastructure development issues. They are rather limited to recruitment and training of teachers to improve teaching, schooling and to promote better instruction materials to benefit the IP children through better

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

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

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

education and learning skills and increase employment opportunities in the area. Therefore, no Resettlement Plan will be required for the project.

### **C. Outputs**

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

5. SESIP's overall objective is to improve student performance through improved quality of the secondary education provision. Overlapping tranches allow for revised planning of activity inputs based on implementation observations. Tranche 2 design results from wide consultation among implementing stakeholders. Inputs into existing programs and selection of new programs are based on these discussions considering NEP targets, MOE priorities, and the Secondary Education Sector Road Map.

6. The reforms undertaken through the SESIP are general without placing any specific attention to particular sections of the population including the nearly 1.4 million tribal populations. However, the tribal area secondary schools and students and teachers have been considered with due importance as underserved areas of special needs.

7. However, the SESIP would have no negative impact on the tribal people rather the program implementation on a nation-wide scale would improve the quality of secondary education for every secondary level student of all locations including the tribal populations. The wide range decentralization of responsibilities at various levels within the secondary education sub-sector would contribute to faster decision-making benefiting rural communities including the tribal people living in rural and remote areas. Monitoring and quality assurance measures to be developed and implemented would be supportive and useful to identify and taking actions for weak-performing schools and students particularly of rural areas especially remote areas including the areas of tribal population such as CHT, Netrokona, Sylhet, Patuakhali, Mymensingh, Kishoreganj, Rajshahi, and Dinajpur where most of the tribal people live.

8. Implementation of curriculum, supporting practical based science teaching, establishing 640 ICT Learning Centers, school based performance monitoring would enhance the learning and analytical skills of the students contributing to improved learning relevance to the labor market. This enhanced opportunities of the students to fetch high income-earning skills and jobs of secondary education students including the tribal students.

9. A new harmonized poverty-targeted stipend scheme would directly benefit the tribal students. Resource Teacher Program and Reading Habit Development scheme would particularly include the IPs. Construction of additional classrooms, supply of science equipment & furniture, office equipment, and ICT Learning Centers would expand access to improved educational environment and information technology. The poor students particularly of remote areas would get increased equity to better learning environment in crowded schools enrolling girls or underserved area schools having no facilities as much. This would also include the IPs.

10. Tribal Population (TP) comprise about less than 2% (1.4 million) of the population of Bangladesh. Bangladesh is largely a mono-cultural society, with the notable exception of the minority tribal communities living in the Chittagong Hill Tracts (CHT), in parts of Sylhet, Mymensingh, Dinajpur, Patuakhali, and Rajshahi. Highest concentration of the tribal population is in the three hill districts (Rangamati, Bandarban and Khagrachari of the Chittagong Hill Tracts (CHT) region. The population of CHT is about 1.4 million out of that

nearly 50% are tribal population comprising 12 different ethnic origins. According to a study<sup>4</sup> conducted in 1999 the populations of the 12 ethnic tribal groups are Chakma (21.5%), Marma (15.5%), Tripura (11.3%), Tanchanga (5.0%), Kheyang (3.6%), Pankhua (3.6%) Bawm (3.4%), Khumi (3.4%), Chak (1.6%), Lushie (0.8%), and Rakhain (0.8%). The remaining 26.3% is Bangali. However, the population of Bangali has increased over the year through migration into the CHT and migration of the tribal population to outside the CHT.

11. The tribal populations have different social organization, marriage custom, birth and death rite, food and other social customs from the people of the rest of the country. There is lack of information on their socioeconomic indicators. Tribal communities largely speak Tibeto-Burman languages. The largest tribal groups are the Chakmas (21.5%), Marmas (15.5%), Tripuras (11.3%), and Tanchanga (5.0%).

12. The tribal population had limited access to education in the past. However, they are increasingly coming out from earlier situations and accessing to the expanded education facilities of the remote areas established in the recent time through improvement of communication system, establishment of educational institutions, and higher emphasis placed on development through education of the tribal people.

13. The Chittagong Hill Tracts Development Plan was designed to assure the optimal participation of tribal communities particularly the women and communities living in remote areas of the CHT. Some of the objectives of the plan have already been achieved in the context of secondary education, which are indicated from the comparative data of the “baseline scenario” and the “improved scenario” in the CHT Region Development Plan, TA No. 3328-BAN, Final Report. Apart for the CHT Region Development Plan of the GoB, different nongovernment organizations also relentlessly working towards the development of the tribal communities. Of the educational programs, BRAC has been supporting 400 schools of the secondary education system.

#### **D. Legal Framework**

14. Bangladesh Constitution provides recognition of the equal rights of all citizens irrespective of ethnicity, religion, birthplace, and gender. Accordingly, a specified number of public sector jobs and seats in government education institutions are reserved for tribal populations to bringing them at par. In addition, separate laws have also been enacted that contain reference to tribal population including among others for the education of tribal people. These include the East Bengal State Acquisition and Tenancy Act of 1950; the Chittagong Hill Tracts Regulation of 1900; Hill District Council Acts of 1989; and the Chittagong Hill Tracts Regional Council Act of 1998. The Poverty Reduction Strategy Paper (PRSP) recognizes the problems they face and their lack of opportunities. The PRSP has recommended actions to improve the situation of tribal communities including access to education at all levels.

#### **E. Achievements of Secondary Education Sector Investment Program (SESIP) for addressing Issues Related to Tribal People**

15. SESIP is a countrywide major program covering all secondary schools and Madrashas. The program would support reforms through: decentralization of management responsibilities; education quality monitoring; school performance-based management system; education management information system; implementing the objective of curricula towards greater relevance to the labor market and further education; promoting the science and ICT based education, introducing pre-vocational and vocational courses in the general secondary stream, strengthened student assessment; addressing the needs of underserved

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<sup>4</sup> 1999.Hassall & Associates, New Zealand and Eusuf and Associates, Bangladesh. Dhaka

areas (including rural areas and areas of tribal population)) and pro-poor targeted stipends.

16. SESIP has many reform agenda to improve the quality, equity of access, and management of secondary education. Several policy would be developed under the provision of the program. Meanwhile, mpo processing has been delegated to field level offices using online software and it has greatly benefitted the teachers and employees of IP community.

17. SESIP would also develop the National Curriculum Policy Framework wherein the needs of IPs would be properly reflected. While developing the Teacher's Curriculum Guide under SESIP, the cultural heritage and tradition have been given proper importance.

18. SESIP has conducted different training programs for the secondary level teachers of the whole country that included the CHT districts as well. From the three tribal districts, 1623 teachers on curriculum; 210 teachers on creative questions and 613 teachers on practical science teaching have been trained.

19. Thirty ICT Learning Centers would be established in the three tribal districts of CHT which would directly benefit the tribal students for a better secondary education.

20. SESIP has been providing salary support to the teaches and employee of three schools in the CHT which were established under SESDP. These schools in the underserved remote areas of the CHT to expand existing access to quality secondary education.

#### **F. Tribal People's Development**

21. SESIP has no provision to prepare a separate Tribal People's Development tool but followed the GoB universal strategy and policy to ensure quality education of all secondary level students of all parts of the country enrolling at grade 6 with highest emphasis placed on ensuring secondary education by all primary passed students. This assures access of all students including the tribal and difficult to accessing areas and poor students irrespective of gender.

22. Government has universal strategies and plans for addressing issues like aspirations, needs, and preferred options of affected population and local social organization; cultural beliefs, ancestral territory, and resource use patterns among the affected population; impact on all sections of the population including mitigation of development project adverse effects; strengthening social, legal, and technical capabilities of public institutions to all sections of the population; involving local organizations and non-governmental organizations in project implementation; provision of adequate budget allocations; and close monitoring.

23. In fact, no specific tribal people's action plan was developed to incorporate tribal population to prevent exclusion of tribal people from project beneficiary group, specific needs of tribal population under SESIP, and formulating common community action plan where tribal people live with non-tribal people in the same area.

#### **G. Implementation Arrangements**

24. The executing agency for the SESIP is the Ministry of Education (MOE), while the Directorate of Secondary and Higher Education (DSHE) is the implementing agency. DSHE ensured that total inclusiveness is ensured through the SESIP and all covenants are fully met with. The Sector Program Support Unit is responsible to implement the project ensuring all design parameters and objectives including social and gender and other aspects with

ultimate goal of ensuring quality secondary education and inclusiveness for the secondary level students enrolling at grade 6.

#### **H. Cost Estimates and Financing**

25. There are separate budget allocation for three components and activities. The allocations seems adequate as almost all activities could be implemented smoothly so far. However, No separate budget allocation has been earmarked for addressing tribal population issues.

#### **I. Monitoring and Evaluation**

26. Ministry of Education (MoE) is responsible to monitor the project implementation to ensure among others the issues of tribal population relating to secondary education. Considering the heightened importance placed by the Government on the overall development of the tribal population and the disadvantaged sections of all sections of the population and underserved areas, the MoE has been addressing the tribal population issues under the SESIP effectively through an overall national strategy and policy and plan in a holistic manner.