

# Small Ethnic Community Peoples Plan

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August 2017

## BAN: Secondary Education Sector Investment Program (Tranche 3)

## ABBREVIATIONS

ADB	–	Asian Development Bank
CHT	–	Chittagong Hill Tracts
DSHE	–	Directorate of Secondary and Higher Education
GRM	–	grievance redress mechanism
M&E	–	monitoring and evaluation
NEP	–	National Education Policy
PSU	–	program support unit
SEC	–	small ethnic community
SESIP	–	Secondary Education Sector Investment Program
SECPP	–	small ethnic community peoples plan

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## SMALL ETHNIC COMMUNITY PEOPLE'S PLAN

### A. Executive Summary

1. In Bangladesh, there exist marked inequalities in receiving development benefits. The Secondary Education Sector Investment Program (SESIP) (Tranche 3), will attempt to create a sector-wide enabling condition for secondary education system to ensure acceptable learning outcomes will benefit all people, irrespective of their socioeconomic, ethnic, linguistic, or gender status.

### B. Description of the Project

2. The National Education Policy (NEP) of the Government of Bangladesh has been approved by the National Parliament of Bangladesh in 2010. It envisions a holistic and balanced development of the entire education sector, aiming for all children to complete 8 years of primary education and continue for 4 years of secondary education, considered as a job entry point. Hence, with the context of the implementation strategy of NEP, 2010, SESIP has been designed by the government, taking Asian Development Bank (ADB) as a core development partner to support implementation of key reforms envisaged in the policy using a multitranches financing facility (2013–2022) in a phased manner. The SESIP will adopt a sector-wide approach that supports the government to lead a common secondary education program framework with ADB and other development partners' assistance. The SESIP aims at assisting the government to implement the NEP, 2010 which focuses on grades 1–8 and 9–12. The NEP has four components: (i) enhancing quality and relevance; (ii) increased equitable access and retention of all students, including peoples of small ethnic communities (SECs);<sup>1</sup> (iii) strengthened educational management and governance; and (iv) monitoring and evaluation (M&E) of the program progress. Students from SECs will receive culturally appropriate social benefits from the improved quality education.

3. There is neither land acquisition nor resettlement involved in the program. No physical displacement of the people from protected areas and natural resources is involved.

### C. Social Impact Assessment

4. Only 7.8 % of all Chittagong Hill Tracts (CHT) people completed primary education and 2.4% completed secondary education.<sup>2</sup> The socioeconomic status of most SECs in the plains, particularly in the northwestern Rajshahi, is known to be even worse than that of SECs in the CHT. From a study on the indigenous peoples of northwest Bangladesh, a researcher on Adivasis makes the following observation on the well-being and food security of the indigenous peoples "... the colonial history of Adivasis is, in many respects, a disturbing one of exploitation, deprivation, deteriorating livelihoods and occasional experience of famine, as well as the regular, unavoidable autumn periods of food scarcity. On the other hand, their history is one of an extraordinary ability to cope with crises, shocks and stresses". Another writer, a well-known authority on the Adivasis of Bangladesh, mentions the common instances of land grabbing perpetrated against Adivasi communities in northwest Bangladesh, through the discriminatory use of the Vested Property Act, 1974.

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<sup>1</sup> The Government of Bangladesh does not endorse the term "indigenous peoples" officially and prefers to use the term "small ethnic community" for the same group of people. This document will use the single term SEC to mean all indigenous peoples/SEC peoples of Bangladesh.

<sup>2</sup> Human Development Research Centre. 2009. Socioeconomic Baseline Survey of Chittagong Hill Tracts. Dhaka.

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

6. Specific tasks and performance targets of Tranche 3 indigenous peoples’ plan/SEC plan are summarized below:

<b>Project Component</b>	<b>Tasks</b>	<b>Targets/ Indicators</b>	<b>Responsibility</b>
<b>Output</b> Enhanced quality and relevance of secondary education	<p>Revised secondary education curriculum implemented covering SEC areas</p> <p>Strengthen practical science teaching for SECs</p> <p>Enhance the use of ICT for pedagogy in SEC areas</p> <p>Improved labor market relevance for SECs</p> <p>Improved classroom assessment procedures and national learning assessment for SECs</p>	<p>By 2023, revised curriculum following NCPF implemented at schools and madrasahs covering all SEC areas</p> <p>By 2023, practical science teaching introduced at schools and madrasahs will cover all SEC areas</p> <p>By 2021, e-learning is implemented in at least 40% schools and 10% madrasahs in SEC areas</p> <p>By 2023, prevocational subject piloted at selected schools of which a representative portion is in SECs in SEC areas</p> <p>In 2019 and 2022, the NASS conducted in all SEC areas</p>	MOE, DSHE, NCTB, BISE, and, PSU
<b>Output</b> More equitable access and better retention	<p>Harmonized stipend program based on poverty-targeting selection implemented in SEC areas</p> <p>Need-based education institution infrastructure developed to improve access and learning outcomes of SEC students</p> <p>Design and implement AGP to address drop-out issues in SEC areas</p>	<p>By 2022, grade 10 retention rate of poverty targeted stipend recipients including girls reaches 70%</p> <p>By 2018, maintenance policy for school facilities with gender responsive approach, as per Education Institution Construction Policy Guidelines, approved covering all SEC areas</p> <p>By 2018, plan of AGP on water and sanitation approved covering all SEC areas</p>	MOE, DSHE EED, and PSU

<b>Project Component</b>	<b>Tasks</b>	<b>Targets/ Indicators</b>	<b>Responsibility</b>
	Plan and implement incentive program to mobilize teachers to SEC areas	By 2023, schools and madrasahs in a representative portion of SECs selected to pilot incentive mechanism for female teachers	
<b>Output</b> Secondary education management and governance strengthened	Improved teacher management and accountability in SEC  Strengthened EMIS and monitoring and evaluation for SEC  Fiduciary management enhanced in SEC areas	By 2019, Monthly Payment Order Rationalization Plan inclusive of SEC approved by MOE  By 2021, annual EMIS report with sex-disaggregated data and covering SEC areas published  By 2023, 90% of DDOs (including all females) in SEC areas trained for IBAS++ implementation  By 2019, e-GP rolled out for 100% non-ICB contracts in all the co-implementing agencies including those in SECs	DTE, DSHE, MOE, PSU, DDOs

AGP = Adolescent Girls' Program, BISE = Board of Intermediate and Secondary Education, DDO = drawing and disbursing officer, DSHE = Directorate of Secondary and Higher Education, DTE = Directorate of Technical Education, e-GP = electronic government procurement, EED = Education Engineering Department, EMIS = education management information system, IBAS = Integrated Budget and Accounting System, ICB = international competitive bidding, ICT = information and communication technology, MOE = Ministry of Education, NASS = National Assessment of Secondary Students, NCPF = National Curriculum Policy Framework, NCTB = National Curriculum and Textbook Board, PSU = program support unit, SEC = small ethnic community.

Source: Asian Development Bank.

#### **D. Information Disclosure, Consultation, and Participation**

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

8. The program support unit (PSU) will keep the SECs informed about the impacts, mitigation measures, and assistances proposed for them and facilitate grievance redress. The M&E Wing also captures the information of SECs in the education management information system (EMIS) database of the Directorate of Secondary and Higher Education (DSHE) which DSHE EMIS Wing administers. Each SEC peoples plan (SECPP) will also be made available at a convenient place, especially at the district offices of the DSHE and in other key accessible locations (secondary and higher schools of respective districts) convenient to the SEC peoples.

The executing agency will submit the project monitoring report including SEC information related to project activities to ADB for disclosure on its website.

#### **E. Beneficial Measures**

9. Several key indicators are identified:

- (i) number of trained teachers (sex-disaggregated);
- (ii) number of students (sex-disaggregated and with different disabilities/special needs/disadvantages) benefitting from pilot information hubs practical science classes, and resource teacher program; and
- (iii) number of participants who joins campaign and community awareness programs on student counseling, sexual harassment in schools, and science, etc.

#### **F. Mitigated Measures**

10. Selection of pilot schools and madrasahs, participants in planned trainings for teachers and education officers will not exclude school management committee in accordance with the selection criteria (to be developed).

#### **G. Capacity Building**

11. No specific institutional training is planned in the executing and implementing agencies. One of the key highlights on SECs in Tranche 3 is capacity building in resource teacher program based on the identified gaps (training on gender-neutral education/classroom, inclusive education, teaching-learning techniques for students from diversified background, right-based approaches, etc.)

#### **H. Grievance Redress Mechanism**

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

13. The grievance redress committee is formed at each district level for any grievances involving resettlement benefits, mitigation of any adverse impact on the SEC peoples, as individual or community, and other assistance as mentioned in the SEC policy framework/SECPP. A gazette notification on the formation and scope of the grievance redress committee will be required from the DSHE/Ministry of Education.

14. The PSU makes the public aware of the GRM through public awareness campaigns. The PSU will extend cooperation to the SEC peoples to express their grievance by submitting complaints in writing to the Sector Program Support Unit. In addition to that, the contact phone number of the respective project implementation units will serve as a hotline for complaints and shall be publicized through the media and placed on notice boards outside their offices and at construction sites. The project information brochure will include information on the GRM and shall be widely disseminated throughout the project area by the safeguards officer in the PSU. Any aggrieved person can seek relief from the courts if GRM fails.

**I. Monitoring, Reporting, and Evaluation**

15. DSHE ensures that M&E procedures include indicators for monitoring impact on the project's beneficiaries. The PSU provides ADB and other development partners with the following information for their review of performance and compliance with ADB Safeguard Policy Statement (2009). Updates for formal review missions which would include (i) summary information on schools that have significant adverse impacts on SECs, and (ii) semiannual report on compliance of safeguard requirements on contract packages and other SESIP activities.

**J. Institutional Arrangement**

16. The Ministry of Education/DSHE/PSU supervise and monitor SESIP's result framework (including SEC impacts) through the approved formats, as per DSHE M&E Wing establish internal monitoring mechanisms and benchmarks appropriate for monitoring and reporting by the monitoring consultants (with support from the social safeguards specialist).

**K. Budget and Financing**

17. Program budget translated to the annual operation plan will include all the needed cost for school management committee-related activities including resource teacher program. The executing agency is responsible for the timely allocation of the funds, where required. Training, consultation and administrative expenses, monitoring and consultation cost, mitigation of negative impacts, and restoration cost will be considered as an integral component of project costs and each of these will be itemized in the budget, if needed. No physical work in any subproject area where SECs are present will be started until the full budget is allocated for the above purposes. The progress in budget use will be reported to ADB biannually.