

Summary Poverty Reduction and Social Strategy

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People's Republic of Bangladesh: Secondary Education Sector Investment Program – Tranche 3

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SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Bangladesh	Project Title:	Secondary Education Sector Investment Program (Tranche 3)
Lending/Financing Modality:	Multitranche Financing Facility	Department/Division:	South Asia Department Human and Social Development Division/Bangladesh Resident Mission

I. POVERTY AND SOCIAL ANALYSIS AND STRATEGY

Poverty targeting: General intervention (GI)

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

The Seventh Five-Year Plan of the Government of Bangladesh (2016–2021) focuses on accelerating the growth rate to 7.3% on average during the plan period. Improving the capacity and quality of social services to build human resources is one of the government's key strategies to meet its overarching goal of accelerated growth and poverty reduction.

In line with the Sustainable Development Goal 4, the Government of Bangladesh is committed to continuing to work towards ensuring equal access to quality education at all levels for all children. The National Education Policy (NEP) (2010) envisions high quality and equitable education to prepare all students for the modernizing economy.¹ The NEP emphasizes holistic and balanced development of the education sector. It addresses the need to (i) raise literacy rates, narrow disparities, and improve the quality of education through better teacher quality, leadership of schools, and application of modern teaching practice in classes; (ii) increase resource allocated to education; (iii) expand secondary education capacity to provide better access for primary school graduates; (iv) mainstream madrasahs (religious schools); and (v) improve assessment and monitoring of results. The NEP, by establishing the need to expand the primary education from grades 5 to 8, is envisioned to target and benefit more the poor and marginalized population especially those who would have been excluded from accessing post-primary education.

In responding to the government's priority on higher and inclusive growth, the country partnership strategy of Asian Development Bank (ADB) for Bangladesh, 2016–2020 underlines importance of human capital development through social sector projects and programs. The assistance will aim at these key priorities: (i) ensuring full and equal access of boys and girls and male and female to services and achievement of good quality service; and (ii) improving the quality and relevance of secondary education to facilitate access for the poor, girls, and excluded groups.

The ongoing Secondary Education Sector Investment Program addresses the poverty agenda with a focus on improving equitable access to quality secondary education and enhancing the learning outcomes of students to raise productivity and inclusiveness for poverty alleviation. The proposed Tranche 3 is an intrinsic part of the program. It will align with the government's commitments to increase both participation in and the quality and relevance of secondary 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 education development programs, including primary education programs, Tranche 3 will coordinate with development partners and the government's priorities under one single sector-wide approach to ensure high levels of aid effectiveness through development coordination. The Fourth Primary Education Development Program is aligned with Bangladesh's country partnership strategy, 2016–2020 that indicates ADB will support higher and inclusive growth increase in its investment in secondary education.

B. Results from the Poverty and Social Analysis during PPTA or Due Diligences

1. Key poverty and social issues. Poverty has substantially declined in Bangladesh. Between 2000 and 2010, the number of the people living below the poverty line of \$1.90 per day (2011 purchasing power parity) fell: 33.7% of the total population to 18.5%. Bangladesh has also successfully expanded education. The country is nearing universal access to primary education and has a reasonably high completion rate of primary education (around 80%). It also leads to increased enrollment rate of secondary education (gross enrollment ratio: around 60%). Gender equity was attained at primary and secondary education levels well ahead of the Millennium Development Goals, 2015 target. Major challenge remains in the low completion rate of secondary education (grades 6–12). Only 59.71% of all students enrolled in secondary education complete the 6-year cycle of secondary education in 2015. Girls' completion rate is only 54.08% compared to the boys' 59.71% in 2015. The study shows that the significant number of students who complete grade 8 do not proceed to grade 9. (Transition rate: 7th–8th - boys: 96% and girls: 95%; Transition rate: 8th–9th - boys: 86% and girls: 84%). Transition rate of grades 6–8 in in geographically disadvantaged areas (hilly, haor/wet areas, river, and coastal) is almost the same as the national average. However, many students who complete grade 8 do not pursue grade 9 and similarly grade 9 to grade 10. The haor area is in an alarming state, only 26% of girl students who complete grade 9 proceed to grade 10.

¹ Government of Bangladesh, Ministry of Education. 2010. *National Education Policy, 2010*. Dhaka.

2. Beneficiaries. The direct beneficiaries of the Secondary Education Sector Investment Program are secondary school and madrasah students, including children from disadvantaged groups and children in geographically disadvantaged areas. Teachers, school management, and government authorities will be benefited in terms of enhanced capacity in delivering and monitoring quality secondary education services.

3. Impact channels. Impacts will be measured against the (i) adequacy of increase in the retention and completion of students with a diversified representation, (ii) participation of teachers and school management committee members in training, and (iii) students' learning outcomes. The transmission mechanism is the joint conduit of upgraded education standards, improved science programs and practical teaching methods, and greater use of information and communication technology (ICT) in the curriculum.

4. Other social and poverty issues. Mainstreaming madrasah schools into the standard secondary education will contribute to the improvement of their education quality.

5. Design features. Tranche 3 will scale up the ongoing key activities of Tranche 1 and 2, and introduce new measures to improve secondary education performance. It aims at enhancing education quality and equity as it will (i) continue development of improved curriculum; (ii) conduct nationwide teacher training including curriculum delivery and use of ICT and practical science teaching; (iii) initiate pilot on pre-vocational and vocational education program into the existing general education and madrasah to improve labor market relevance and target the poorest; (iv) assist to develop maintenance policy for improvement of school facility; (v) pilot program on water and sanitation for adolescent girls; (vi) aim at improving the school retention and education performance of most disadvantaged students through the Student Support Initiative (SSI), using the four-pillared interventions—Resource Teacher Program, National Campaign for Student Counseling, Community Awareness Program, and Upazila Awards Program; and (vii) serve better the poorer students who face the pressing need to join the job market upon completion of school.

II. PARTICIPATION AND EMPOWERING THE POOR

1. Participatory approaches and project activities. The program works in partnership with multiple stakeholders such as civil society organizations (CSOs), school management committees, and parent-teacher associations. The implementation of SSI will particularly adopt community-based approach and aims at assisting the poorest and most disadvantaged students, especially girls, completing secondary education and achieving better education results.

2. Civil society organizations. CSO participation will strengthen links, complementarities, and cooperation toward maximizing program impact. The implementation of SSI calls for active CSO participation in national campaign and community awareness programs.

3. Measures to ensure adequate participation of CSOs in program implementation. CSOs and nongovernment organizations will be involved in identifying needs, training, and disseminating information.

4. Forms of civil society organization participation envisaged during project implementation are rated as high (H), medium (M), low (L), or not applicable (NA): Information gathering and sharing = M; Consultation = H; Collaboration = H; and Partnership = M.

5. Participation plan. Yes. Involvement of the government, development partners, community, teacher associations, nongovernment organizations, and other stakeholders is essential for the success of the program. Community participation is critical to help improve girls' retention in school and learning results. Tranche 3 will develop the Resource Teacher Program and integrate it with the National Campaign for Student Counseling and Community Awareness Programs, by incorporating counseling strategies into the training content. The counseling topics will include learning opportunity awareness, student safety, and sexual harassment. More rigorous program monitoring is planned to enable indigenous persons' safeguard target assessment required under the Secondary Education Sector Investment Program.

III. GENDER AND DEVELOPMENT

Gender mainstreaming category: Gender Equity (GEN)

A. Key issues. (i) Gender equality in enrollment at the secondary level has been achieved—girls-to-boys ratio reached 1.14 in 2015. (ii) Girls' retention at school completion are still challenges (see B.1), especially in geographically disadvantaged areas. (iii) Girls' education attainment is lower than boys—only 48.0% (33.0%) of girls but 49.3% (35.0%) of boys earn the secondary school certificate (higher secondary school certificate) with a grade of A or A+. Other key issues include (i) insufficient number of female teachers, especially in science, math, and ICT courses, and in madrasahs; and (ii) gender-unfriendly school environment in terms of sanitation, health, and sexual harassment. The considerable gender gaps also result from factors such as early marriage, insecurity, harassment, lack of hygiene and sanitation, and lack of female teachers in schools. Henceforth, more comprehensive measures need to be taken to address these factors beyond providing only financial aid to students.

B. Key actions. Gender action plan

Gender action plan is aimed to (i) improve curriculum with inclusive approach, (ii) develop gender-responsive teacher trainings to ensure participation of a good number of female teachers, (iii) develop gender-responsive school maintenance policy, (iv) implement harmonized stipend program benefiting girls and boys, (v) develop and implement the adolescent girls' program, (vi) introduce gender-sensitive resource teacher program linked to student counseling to retain girls in schools/madrasahs, (vii) raise awareness through gender-responsive national campaign for student

counseling on girls/women's education, (viii) develop gender-responsive community awareness program on science, and (ix) strengthen education monitoring and information system with sex-disaggregated information.	
IV. ADDRESSING SOCIAL SAFEGUARD ISSUES	
A. Involuntary Resettlement Safeguard Category: <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI	
1. Key impacts. (i) Tranche 3 does not require land acquisition and will not cause physical and economic displacement. (ii) Tranche 3 has no involuntary resettlement impacts. A resettlement framework for the facility was prepared in 2013.	
3. Plan or other Actions. N/A	
<input type="checkbox"/> Resettlement plan	<input type="checkbox"/> Combined resettlement and indigenous peoples plan
<input type="checkbox"/> Resettlement framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Social impact matrix
B. Indigenous Peoples Safeguard Category: <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI	
1. Key impacts. Is broad community support triggered? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
2. Strategy to address the impacts. The project has no negative impacts on indigenous peoples but will have positive impacts. Based on the small ethnic communities planning framework (2013), a small ethnic communities' peoples plan will be prepared in 2017.	
3. Plan or other actions.	
<input checked="" type="checkbox"/> Indigenous peoples plan	<input type="checkbox"/> Combined resettlement plan and indigenous peoples plan
<input checked="" type="checkbox"/> Indigenous peoples planning framework	<input type="checkbox"/> Combined resettlement framework and indigenous peoples planning framework
<input type="checkbox"/> Environmental and social management system arrangement	<input type="checkbox"/> Indigenous peoples plan elements integrated in project with a summary
<input type="checkbox"/> Social impact matrix	
<input type="checkbox"/> No action	
V. ADDRESSING OTHER SOCIAL RISKS	
A. Risks in the Labor Market	
1. Relevance of the project for the country's or region's or sector's labor market, indicated as high (H), medium (M), and low or not significant (L): unemployment = L; underemployment = M; retrenchment = L; core labor standards = L	
2. Labor market impact. Tranche 3 will directly increase employment opportunities for education management staff at local levels. Short-term labor opportunities will be created for the poor and local people in infrastructure activities. The program aims to have a positive impact on workforce participation of the secondary educated in the formal sector by increasing the number of completers and improving their education results and relevance to market.	
B. Affordability	
No significant issue about affordability is anticipated.	
C. Communicable Diseases and Other Social Risks	
1. The impact of the following risks are rated as high (H), medium (M), low (L), or not applicable (NA): Communicable diseases = NA; Human trafficking = NA; Others = NA	
2. Risks to people in program area = NA	
VI. MONITORING AND EVALUATION	
1. Targets and indicators. At the outcome level, the program aims to enhance secondary education enrollment, and transition rate/completion and achievements of students, with sex-disaggregated targets for both secondary schools and madrasahs. Details can be found in the design and monitoring framework and disbursement-linked indicator matrix.	
2. Required human resources. The program support unit under the authority of the program director, director general of the Directorate of Secondary and Higher Education (DSHE), supported by the DSHE Planning & Development Wing will be the primary line agency responsible for coordination of information flow, aggregation of the required raw and/or processed data from responsible co-implementing agencies and their respective outputs, and preparing all program-related institutional performance reports. The DSHE Monitoring and Evaluation (M&E) Wing and DSHE Education Management Information System (EMIS) Wing will be institutionalized to have the primary responsibility to undertake field-based monitoring supported by the EMIS. The national consultant (gender and social) and international and national consultant (social) will work closely with international and national consultant (M&E reporting) to support the government in ensuring M&E and reporting on social M&E activities of the Secondary Education Sector Investment Program.	
3. Information in the project administration manual. The updated design and monitoring framework is a summary of the program design and includes core indicators that focus on the overall program results. The project administration manual describes all program review and M&E and reporting inputs and requirements.	
4. Monitoring tools. The existing sex-disaggregated EMIS will be strengthened and harmonized in operations and sets with the Bangladesh Bureau of Educational Information and Statistics. Databases will be built on teachers and school management trained, teacher trainers, and secondary students (linked with primary education).	