

FINAL

**SOCIAL MANAGEMENT FRAMEWORK
for
BANGLADESH
SKILLS AND TRAINING ENHANCEMENT PROJECT
(STEP-AF)**

**Directorate of Technical Education (DTE)
Ministry of Education (MOE)
Government of the Peoples Republic of Bangladesh**

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SKILLS AND TRAINING ENHANCEMENT PROJECT
(Original: P090807, and AF: P155389)

Social Safeguards

I. Introduction

1. The SMF provides general policies, guidelines, codes of practice and procedures to be integrated into the implementation of STEP-AF. Consistent with the existing national legislation, the objective is to help ensure that activities under the proposed project will:

- i) Enhance positive social outcomes;
- ii) Prevent negative social impacts as a result of either individual institution or their cumulative effects;
- iii) Prevent or compensate any loss of livelihood; and
- iv) Ensure compliance with World Bank safeguard policies.

II. Project Components

2. The proposed AF will comprise the following components: (a) improve the quality and relevance of training, (b) innovative programs in TVET, (c) institutional capacity development, and (d) project management, communications, monitoring and evaluation.

Component 1 - Improve the Quality and Relevance of Training (Original Project¹: US\$ 86.5 million; AF Project²: IDA: US\$ 75.7 million, GoB: 0)

3. *Sub-component 1.1: Window I: Support to Public and Private Institutions Offering Diploma Programs.* Under the original credit and MDTF, 33 polytechnics have been supported by the institutional grants (25 public and 8 private) for improving the quality of training. As recognized by the NSDP, polytechnics are the key to producing engineers and professional workers that are scarce in current Bangladesh labor market and to strengthening productivity and national competitiveness. Despite initial slow progress due to weak capacity of institutions and their unfamiliarity to the new competitive funding mechanism, the institutions have made substantial achievement in upgrading equipment and facilities and conducting quality enhancement activities, such as overseas teacher training, invitation of industry lecturers, and organizing industry visits. In 33 institutions, 74 percent of the funds are used for modernization of the equipment and facilities and infrastructure, 18 percent is spent on capacity development and administration, and 6 percent was for student training services, such as sending more than 25,000 students to industry study visits. Consequently, the following outcomes have been made: (a) improved management and planning capacity; (b) improved relevance of the training; (c) improved partnership with industries; and (d) improved labor market outcomes (see the Box 1).

¹ This original project cost includes: original Credit, GoB, and MDTF.

² This AF project cost includes: Credit and GoB.

4. The proposed AF will: (i) expand support to an additional 24 (12 public and 12 private) institutions according to the agreed eligibility and selection criteria, (ii) support polytechnics to introduce additional market demand-driven technologies; and (iii) scale up support to the existing polytechnics. Eligibility and selection criteria for selecting additional polytechnics will remain the same as the original project with minor refinement and will be described in the Project Implementation Manual (PIM). The eligibility criteria include indicators related to institutional capacity, linkage to industry, female enrollment, and availability of counterpart funding for private institutions. Based on the lessons learned, the application format will be revised to require stronger background assessments and justification for their proposed activities, including the current capacity assessment of the institution, local labor market assessment, and expected outcomes of the activities. New institutions are expected to have relatively weaker capacity, so the increased coverage of competitive funding aims to bottom up the overall quality standard of polytechnic in Bangladesh. Additional support to existing institutions aim to accelerate the quality improvement by generating synergy with what they have achieved – including modernization of equipment and overseas training. In collaboration with polytechnics overseas, teachers have been exposed to and trained for new teaching methods and technologies and this fund aims to build the environment for delivering the high-quality training to students. The grant amount will vary according to assessment of Institutional Development Plans (IDP). The ceiling for new institutions will be US\$400,000, and for the existing ones, US\$250,000. Accordingly, the PIM will be updated.

5. Stipends: The original project and MDTF have supported about 250,000 student years by targeting disadvantaged students identified by Proxy-Means Testing (PMT). The AF will support about 43,000 student years to fill the funding gap under the original project and about 230,000 student years for the AF period. Currently, stipends have been provided to 93 eligible polytechnics (43 public, 50 private), supporting disadvantaged male students and all female students. Reflecting the reduced poverty rate, the PMT cut-off threshold will be adjusted for the better targeting of disadvantaged students. The AF will expand stipend coverage to a larger number of eligible institutions based on the increased enrollment of well performing students to polytechnics and the rapid increase of female intake. Communication activities will be enhanced to promote awareness among prospective students especially in rural areas. The AF will also pilot electronic attendance monitoring mechanism in 5 public institutions for better accountability and conduct compliance monitoring through unannounced visits to institutions. Male students will continue to be selected through PMT, and all female students will receive stipends based on their application. Third-party verification surveys on eligibility of selected male students will continue. The DTE will assess the effectiveness of PMT stipends and traditional merit-based scholarship during the AF period to establish a sustainable and cost effective stipend program for achieving 50 percent enrollment increase as envisaged by the NSDP. Data management capacity of the DTE for stipend operation will be strengthened. Accordingly, the Project Implementation Manual (PIM) will be updated.

6. Sub-component 1.2: Window II: Support to Public and Private Institutions Offering Short-Term Programs. Under the original project and MDTF, the beneficiary targets for short-courses are 70,500 trainees in a total of 64 short-course institutions (47 public and 17 private). The first round of tracer study revealed that the quality enhancement activities including improved job-placement support have contributed to higher employment rate among supported students, and the stipend supports are rightly benefiting the disadvantaged students (World Bank 2015). Under the proposed AF, this activity will be expanded to 150,000 trainees in 90 institutions (26 additional public and/or private institutions). It will scale up the scope of support by: (i) supporting new market-oriented short-course programs through partnerships with key private sector institutions in the TVET sector such as Underprivileged

Children’s Educational Program (UCEP), Palli Karma-Shahayak Foundation (PKSF), Bangladesh Garment Manufacturers and Exporters Association (BGMEA), Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA), and Bangladesh Association of International Recruiting Agencies (BAIRA), and (ii) supporting BMET to introduce a new training program for prospective migrant workers on a pilot basis. To respond to large aspirations of short-course trained graduates to work abroad, the pilot aims to coordinate a foreign country to match up the skills standards, enabling smooth recognition of skills acquired by Bangladeshi workers. The existing short-course institutions will continue to receive grants under the AF for extending support to market-relevant trades that were not covered under the original grant. Based on a recent economic data, the implementation grant will be raised from US\$250 to US\$275 per student enrolled in a course. To achieve the government objective of competency-based training, the AF will support the transition from National Skills Standard (NSS)-based training to NTVQF-based training programs in phases. NSDC Secretariat will support of review the NTVQF for better implantation.

Component 2 - Innovative Programs in TVET (Original Project: US\$ 3.5 million; AF Project: IDA: US\$ 4.3 million, GoB: 0)

7. This component, originally titled “Pilots in TVET”, has been renamed to “Innovative Programs in TVET” as the pilots have reached a next stage of aiming at operationalization at a larger scale. A sub-component 2.3, Recognition of Prior Learning (RPL), will be shifted to this component from the component 3. Programs under this component – NSDC/ISCs, SSC (voc) Apprenticeship, and RPL program – are recognized by the National Skills Development Policy (NSDP) as priority reforms towards greater relevance of training and employability of workers. STEP support for these programs will help them accumulate implementation experience and become operational.

8. Sub-component 2.1: National Skills Development Council (NSDC) Secretariat and Industry Skills Council (ISC). This sub-component will continue to support both NSDC Secretariat and ISCs, and will continue to be financed by the original IDA Credit and MDTF. This sub-component has so far made a steady but slow progress. Weak coordination capacity of the NSDC Secretariat, insufficient implementation capacity of the ISCs, and inadequate buy-in from industries have been the main roadblocks. To overcome the roadblocks, the project will focus on a few thrust sectors among the existing 12 ISCs³ in coordination with NSDC Secretariat and development partners. STEP will establish a working model for ISCs by strengthening the coordination between industry partners and STEP-supported training institutions to improve the quality and relevance of training.

9. Sub-component 2.2: Apprenticeship program in Secondary School Certificate - SSC (vocational). Based on the SSC (voc) sub-sector diagnosis study, apprenticeship was selected under the original project as a pilot intervention for SSC (voc) schools to improve the relevance of skills training at the secondary level. The SSC (voc) apprenticeship pilot started in 2014, targeting 7 public SSC (voc) schools. The goal of the pilot is to experiment a new model for giving SSC (voc) students opportunities to gain knowledge and practical skills through NTVQF-based workplace training in local industries. The apprenticeship program will be expanded under the AF to additional 3 public and 10 private schools in order to gain more operational knowledge from different contexts including types of schools and localities. STEP will carry out a review of the program to evaluate its effectiveness and operational options for applying the apprenticeship model to secondary level vocational training in the country.

³ Existing ISCs include: leather, transport equipment, agro-food, IT, light engineering, construction, ready-made garments, informal, pharmaceuticals, ceramics, furniture, and tourism & hospitality.

10. Sub-component 2.3: Recognition of Prior Learning (RPL). The RPL program was a new initiative in Bangladesh which offers NTVQF certifications to workers for skills gained through informal on-the-job training and work experiences. RPL plays an important role in improving skills-level of existing labor force as 89 percent of the labor force are in the informal sector gaining skills through informal means. Certifying their skills provide them with better opportunities for career development and upgrading skills level. Thirty-three RPL assessment centers have been established and accredited by the BTEB under the original project. As of July 2015, about 4,200 workers have been assessed through RPL. A total of about 30,000 assesseees will receive RPL assessment for different occupations under the AF. This sub-component will also support the upgrading of assessment level from the current Pre-Vocational II to higher levels, including training sufficient number of assessors. The details of RPL implementation will be included in the PIM. A rigorous impact evaluation will be conducted to evaluate the impact of RPL.

Component 3 - Institutional Capacity Development (Original Project: US\$ 8.4 million; AF Project: IDA: US\$ 12.73 million, GoB: US\$19.6 million)

11. This component will continue to focus on strengthening the institutional capacity of the key government stakeholders of skills to enhance efficiency and effectiveness of skills sector management and operation and to ensure sustainability of reforms introduced. It will mainly support: the Directorate of Technical Education (DTE), the Bangladesh Technical Education Board (BTEB) under the Ministry of Education (MOE), and the Bureau of Manpower Employment and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE) and the Ministry of Public Administration (MOPA). The following initiatives will also be supported under the proposed AF to achieve improvement in three areas: (a) efficiency of existing systems, (b) management and administrative capacity, and (c) governance and accountability.

Improving the efficiency of existing systems

12. Specialized teacher training at Technical Teacher Training College (TTTC) and VTTI. A lack of training opportunities for teachers in the TVET sector has been recognized as one of the main constraints that affect the quality of TVET. DTE has under its jurisdiction TTTC (for diploma) and VTTI (for SSC (voc) and HSC (voc)) which are responsible for providing in-service teacher training. Despite available physical facilities, effective in-service training has not taken place due to absence of qualified trainers for pedagogical and subject-wise training. The AF will strengthen provision of in-service training at TTTC and VTTI through capacity building of institutions and placement of qualified trainers.

13. Improvement of teaching and learning resource management at BTEB: The BTEB curriculum is being converted to competency-based materials. To cope with the increasing volume of material requirement, the activity will support: (i) strengthening of printing capacities to overcome the current constraints, and (ii) invest in the future mode of TVET teaching and learning materials by piloting digitization and virtualization of contents.

Improving the administrative and management capacity

14. Professional Development of public officials in areas of governance and management for skills development: Currently 22 ministries are engaged with skills development activities. The AF will support leadership and management training of public officials in TVET sectors in MOPA and TVET-relevant agencies for efficient management of development projects.

15. Expansion of Administrative Capacity of DTE: Physical space has been a major capacity constraint for effective administration of the skills sector. To provide adequate physical facilities, and to enhance coordination and administrative capacity, the AF will support vertical expansion of three floors of the DTE building in order to provide office space to relevant agencies in the skills development sector.

Improving the accountability and governance

16. Supporting introduction of e-Government Procurement in central TVET agencies and selected polytechnics. The Government has a plan to move to e-government procurement to promote efficiency, transparency and accountability in public financing. The proposed AF will support the introduction of e-Government Procurement in the central TVET agencies as well as in selected public polytechnics. Based on positive results, e-government procurement will be rolled out in all the project supported institutions in phases.

Component 4 - Project Management, Communications, Monitoring and Evaluation (Original Project: US\$ 6.3 million; AF Project: IDA: US\$ 7.4 million; GoB: US\$1.2 million)

17. Sub-component 4.1: Project Management and Communications. This sub-component will continue to support project management and implementation, and the improvement of system management and implementation of reforms through training of policy makers and administrators. The AF will also support the enhancement of communication and mobilization activities to inform beneficiaries and the public about the project activities and receive feedbacks from the project stakeholders. Support for implementation of grievance mechanisms, citizen engagement, and right to information activities (including TA and training) will be provided to the PIU and relevant institutions. A revised staffing plan is attached in Annex 7.

18. Sub-component 4.2: Project Monitoring and Evaluation (M&E). This sub-component will scale-up M&E activities and provide technical assistance and training for the project M&E and capacity development for both TVET and national institutions/agencies. These activities will include but not limited to: (a) a short-course graduates tracer study; (b) a diploma graduates course tracer study; (c) a stipend effectiveness study; (d) a study on DTE scholarship program; (e) TVET sectoral analysis study; and (f) an impact evaluation of RPL. Monitoring of institutional development grants will be strengthened to keep track of upgraded institutional capacities and to draw effective lessons learned from operational experiences. GAAP activities will be monitored by this sub-component.

19. Impact evaluation of RPL: The RPL aims to provide official recognition and certification of skills gained by workers in Bangladesh from prior experience in non-formal and informal sector. This form of certification allows workers to signal their intention to gain entry in the formal sector, earn higher wages, or attend a higher-level skills training programs. Eighty-nine percent of Bangladeshi labor are found in informal sector where skills are not officially recognized or certified. There are almost no impact of evaluations that assess the impact of skills certification in anywhere in the world. This IE will provide evidences to the policy and decision makers to take informed decision for taking forward the RPL program in future.

III. Social Assessment

20. Bangladesh received an overall ranking of 68 out of 142 countries in the World Economic Forum's (WEF) Gender Gap Index in 2014. Girls' access to education and completion of

primary and secondary schools has greatly improved during the last two decades. The household survey of 2010 shows 81 percent of women in age 15-19 have completed primary education, which is higher than the age group of 41-50 (27 percent) and higher than male 15-19 cohort (72 percent). However, despite a drastic catch up of female primary and junior secondary completion, their completion of secondary and post-secondary level is lower than male. In TVET sector, enrollment of female student is particularly low. Only 5 percent of enrollment was girls in 2008 before the project started. Labor force participation among women has picked up during the last decade but remains still low. While 91 percent of men in age 25 and above join the labor market, only 36 percent of women in the same age group enter the labor market.

21. According to a study on the female participation in skills development, the main causes of low female participation to TVET are: (i) supply constraints – lack of institutions nearby, non-conducive facility and faculty environment, and non-availability of female friendly courses, (ii) reputational issue as TVET sector is associated with the image of male-domination and low-performers, (iii) weak demand for training among potential female trainees due to lack of knowledge, and (iv) household financial constraints.

22. There is possibility that woman workers trained under programs introduced/improved through STEP funding will seek employment outside their locality or even outside the country. Many migrant workers face with abuse and exploitation, lack of shelter and recourse to legal means once they leave the country. Institutes providing training of such kind should include a module that teaches the rights and responsibilities of migrant workers, the processes they may have to face in foreign lands, warnings about what common problems may occur and systems of legal recourse. Women workers, in addition must be warned about harassment and how to tackle it.

23. Before project activities started in 2010 (baseline 2008) only 5% women were enrolled in TVET programs. STEP project introduced universal stipends for female students to achieve the gender parity in technical education. The results have been remarkable; data shows that enrollment has now increased to 30% in 2014. Training for RMG sector, beautification (salon), electronics and architecture are some of the main sectors. The additional financing includes an indicator on female enrollment and jobs to track the rate of enrollment and job placement. A study will be undertaken to assess the contribution of the project towards enhancing female participation in the skills subsector.

IV. Scope and Applicability of the SMF

24. The project development objective is to strengthen selected public and private training institutions to improve training quality, and employability of trainees, including those from disadvantaged socio-economic backgrounds. The project is expected to generate positive social impacts through its efforts to improve access of TVET programs to marginalized communities through better targeting and more inclusive processes. The project will focus on both the supply- and demand-side. Specific emphasis will be placed on the needs of workers trained for overseas employment, especially their rights and responsibilities, available support systems etc. According to the project financing policy, GoB is required to assess potential

social safeguard issues in project preparation and adopt and implement appropriate measures to mitigate them. Because of the design of the project all the activities and the localities are not known, hence, a framework approach is taken through preparation of this SMF.

25. The activities identified under the project are mainly technical assistance in nature and no major infrastructural activities are proposed. It will not require any acquisition of land, construction of any new institution or building or any major physical expansion. The proposed project may finance, among other things, small infrastructure renovation/refurbishing construction. These small scale construction activities are not anticipated to cause any major social impacts considering that all will be done with the existing structures in order to provide better facilities. There will be no new acquisition of land under this project and no new building will be rented or built. Hence, the project will not trigger the Bank's OP/BP 4.12 on Involuntary Resettlement.

26. Since the project focuses on stimulating the demand side through a scholarship program, a targeting program will be put in place to ensure that people of different extractions (along gender, religious and ethnic backgrounds) will participate into the program – thus ensuring a policy of social inclusion for the most vulnerable sectors of society. It is assumed that the project will be implemented in areas which house indigenous peoples and other vulnerable communities and hence will trigger the Bank's safeguards policy through OP/BP 4.10.

27. Given that the project triggers OP/BP 4.10, and since the exact locations of project implementation are yet to be determined, an Indigenous Peoples Plan (IPP) will need to be developed if a project site is determined to be in an IP populated area. This will help ensure that all IP groups in the project area have an opportunity to participate in training that is culturally appropriate. In addition, the process by which such training is guaranteed will meet the World Bank's OP/BP 4.10 on Indigenous Peoples which requires free, informed and prior consultations with IP groups during project preparation and implementation, leading to broad-based support for the proposed training program. If an IPP is required to be prepared, the institution which has triggered the policy will be responsible for preparing the IPP. These institutions will include the polytechnic institutes that will participate in the project. The IPPs will be reviewed, managed and monitored by the DTE's M&E cell.

28. The Framework is based on an assessment of the nature, scope, and scale of safeguards impacts of the project components and institutional capacity of TVETs, SSs and implementing agencies (DTE, BTEB, MOE, and MOLE) to address social safeguards issues. The following principles will apply for selection of institutions and activities:

- i) Criterion for selecting any institution or individual for any sort of benefit including funds, grants, loans, stipends or incentive will be subject to a social screening in order to prevent any sort of discrimination and to ensure proper amount of scope for inclusion.
- ii) All proposed institutes to be funded by the projects will be subject to a social screening in order to prevent execution of projects with significant negative social impacts.

- iii) The institutions will not propose to undertake activities that may require land acquisition, and will try to keep the development works limited to improvement of the existing infrastructure, and use their own land where new facilities will be built (if applicable).

V. Legal Framework of Bangladesh and Operational Policies and Directives of the World Bank

29. The constitution of Bangladesh recognizes the presence of the SECs or tribals. The Articles 28 & 29 of its Constitution makes provision of equal rights for its citizens and also stipulates affirmative measures for “disadvantaged sections” of the society. There are also a number of domestic legal documents (such as the Chittagong Hill Tracts Manual 1900, Chittagong Hill Tracts Regional Council and Hill District Councils Acts, or the Bengal Tenancy Act, 1950) that have specific legal provisions for “tribal peoples.”

30. The relevant and applicable safeguards policies of the World Bank are also reviewed. The below table describes the relevant social safeguard policies of the World Bank and explains the applicability of them to the project.

Table 1: Operational Policy and Directives of World Bank

Policy	Key Features	Applicability to this project
OP/BP 4.12 Involuntary Resettlement	<p>Implemented in projects which displace people.</p> <p>Requires public participation in resettlement planning as part of SA for project.</p> <p>identification of “those who have formal legal rights to land (including customary and traditional rights recognized under the laws of the country.</p> <p>Intended to restore or improve income earning capacity of displaced populations in addition to their resettlement.</p> <p>Intended to provide compensation for lost assets and other resettlement assistance to “those who have no recognizable legal right or claim to the land they are occupying.</p>	<p>Not Applicable.</p> <p>No land acquisition or displacement of people from public or private lands is permissible under the project. This is explicitly mentioned in the updated SMF, as it was done for the original STEP project.</p>

Policy	Key Features	Applicability to this project
OP/BP 4.10 Indigenous Peoples	<p>Purpose is to ensure indigenous peoples benefit from Bank financed development and to avoid or mitigate adverse effects on indigenous peoples.</p> <p>Applies to projects that might adversely affect indigenous peoples or when they are targeted beneficiaries.</p> <p>Requires participation of indigenous peoples in creation of “indigenous peoples development plans”.</p>	<p>Applicable.</p> <p>The project will likely work in areas where indigenous people live and will engage with them for the improvement of their skills for employment. The project will trigger OP 4.10. A Small Ethnic Communities Development Framework (SECDF) will be followed. The SMF has also updated the Communications and Inclusion components and address gender issues and those of very vulnerable people in a more focused manner. The SMF includes a Grievance Redressal Mechanism that is easily understandable and accessible at local levels.</p>
OP/BP 4.11 Physical Cultural Resources	<p>Purpose is to assist in the preservation of cultural property, such as sites having archeological, paleontological, historical, religious and unique cultural values.</p> <p>Generally seeks to assist in their preservation and avoid their elimination.</p> <p>Discourages financing of projects that will damage cultural property.</p>	<p>Not Applicable.</p> <p>It is not expected that nay sub-projects to be designed and implemented by the project will affect, modify, or reverse any designated physical cultural resources. Projects near physical and cultural resources are included in a negative list.</p>
OP/BP 4.20 Gender Assessment	<p>Gender Assessment includes</p> <ul style="list-style-type: none"> • different socioeconomic roles of females and males • male-female disparities in access to, control over, and use of assets and productive resources • male-female disparities in human development indicators • Relative participation of females and males in development decision-making • laws, institutional frameworks, norms, and other societal practices that lead to gender discrimination and/or 	<p>Applicable. Gender assessment has been conducted and necessary measures to mainstream gender will be followed by the project.</p>

Policy	Key Features	Applicability to this project
	gender inequality	

VI. Safeguards Screening & Mitigation Guidelines

31. Safeguard screening will consist of an examination of requirements of the possible activities, and the guidelines that will apply in terms funding eligibility and impact mitigation. The following guidelines, practice codes and requirements will apply in selection, design and implementation of particular activity:

32. *Negative List.* The activities that have characteristics as those described in the ‘Negative List’ will be ineligible for funding under STEP;

33. *Guidelines for Small Ethnic Communities/other vulnerable communities (SEVC).* Principles and guidelines to identify and deal with adverse impacts on SEVCs, and a consultation framework for adoption of mitigation and development measures, where activities would adversely affect SEVCs. The SEVC Framework is prepared in compliance with WB OP 4.10 Indigenous People and based on consultation at the field level with relevant communities, community leaders and government officials in areas where SEVCs live. The consultations were focused on garnering feedback regarding community needs, constraints regarding access to jobs and TVET programs, mindset and thinking about the latter, feedback on migration opportunities and their understanding thereof. The consultations were undertaken through focus group discussions, one to one interviews in mixed groups and women only groups. The SEVC Framework will be applicable in project areas wherever the screening exercise shows the presence of SEVCs and site specific plans will be developed following the guidelines and sample SEVCP provided in annex 2 of this framework. The main objectives of the guidelines are to ensure that the activities funded under STEP-AF do not adversely affect SEVC, and that they receive culturally compatible social and educational benefits. This will require the institutes to carefully screen all proposed activities to determine presence of SEVC in the locality and ensure informed direct participation of the SEVC in the activities. The TVET training institutes should aim to improve access or engage with small ethnic communities to maximize their inclusion in project sponsored training activities.

34. **Gender:** The original project has supported an increase of female TVET students, by (i) providing stipends to all female students to alleviate financial constraints, (ii) removing the supply-side constraint by improving the institutional environment, and (iii) increasing awareness raising. As a result, the enrollment share has increased from 5 percent in 2008 to 30 percent in 2014 in the project supported institutions. Training institutions are

offering more female-favored training courses, including garments, computer, civil-engineering, and electronics. Success stories of female TVET graduates in opening self-employment businesses or working in industries have been widely disseminated among potential training aspirants for encouraging their participation in skills training. The tracer study of short course revealed that a growing number of homemaking women are now attracted to short-courses in pursuit for skills development and potential work opportunities. To enhance gender parity and comply with the OP 4.20 on mainstreaming gender, the AF will continue to support participation of women in skills training through direct stipend support at polytechnics and short-courses, and policy level support for making training environment and more options attractive to women.

VII. Screening and Mitigation Responsibilities

35. At the institution levels, the Institute Project Implementation Committees (IPICs), along with the concerned persons, will conduct the environmental and social screening exercises and select the desired activities to propose. Depending on scope, likely impacts and the proposed mitigation measures, STEP PIU may decide to visit the locations and verify the findings with the communities, especially with those who might be affected. For screening, the STEP PIU may seek technical support of DTE and MOE.

36. While the STEP PIU will manage and allocate the funds to the wards, the IPICs will implement the selected activities, and arrange for collective mitigation of their social impacts. DTE and MOE will provide support to interpret and apply the social impact management guidelines adopted in this SMF.

VIII. Institutional & Implementation Arrangements

37. DTE will ensure that the SMF is implemented in its entirety or to the extent applicable. As described above, there are several major tasks that are to be performed by DTE and/or other entities which will assist them to prepare and implement the SMF:

- *Community and stakeholder consultations*, which will provide information on SEC⁴ issues.
- *Organizing the consultation* meetings informing the communities and other stakeholders and organizations.
- *Social safeguard screening*. Each TVET institute will conduct the social screening to ensure inclusion of SECs in project activities.

38. DTE will be responsible for implementing the SMF. It may require specialized assistance from consulting firm/individual consultants to perform these tasks. DTE will appoint environmental and social safeguards consultants who will assist DTE. The World Bank will check the plans on a sample basis yearly; field visits will also be carried out to validate the plans. Regarding monitoring, training institutes will gather and directly provide DTE the up-to-date monthly information on all activities undertaken.

⁴As applicable

39. A consolidated Bi-Annual Social Monitoring Report (SMR) will be prepared as part of half-yearly Project Progress Report by DTE and submitted to the World Bank.

40. DTE will supervise and monitor SMF implementation. DTE will set up computerized databases that will include Institute-wise information on planned activities, community consultations as well as other vital information needed to implement the SMF.

41. The project will have particular institutional arrangement with specific budgetary allocation and human resources for the implementation of the sub-component for the SECs. Such arrangement may consider involving their representative government institutions which, in the case of Chittagong Hill Tracts, can be the Hill District Councils (HDCs), the CHT Regional Council (CHTRC) and the Ministry of CHT Affairs (MoCHTA), besides specific personnel in the Programme Management and Implementation Office. In addition, this should also include adequate capacity building support for the relevant institutions.

IX. Grievance Redress

42. The STEP PIU will set up a procedure to address complaints and grievances regarding STEP procedural irregularities and environmental and social guidelines. The procedure will however not pre-empt an aggrieved person's right to seek redress in the courts of law. All complaints will first be discussed in the district level Grievance Redress Committee (GRC) meetings. If this fails, the institutes can refer the complaints to the STEP PIU with the minutes of the hearing taken place at the institutional level. If STEP PIU fails to resolve the matter, it can refer the case to the DTE which can, in turn, send all unresolved cases to MOE.

43. DTE will constitute GRC at the district level, with memberships to ensure impartial hearings and transparent decisions. Membership of GRCs in Chittagong Hill Tracts districts and others heavily populated by SECs will take into account any traditional conflict resolutions arrangements that are in practice. The GRC are proposed to have the following memberships:

District Education Officer	Convenor
Headman/ Leader of the local SEC ⁵	Member
Representative of a Local or National NGO	Member
Principal of the training institute of the Complainant's Ward/Area	Member
A female professor/senior trainer of a training institute of the district	
A Representative of the district administration	Member Secretary

⁵Applicable only for areas having impact on areas where SECs are present

44. During community/stakeholder consultations in Chittagong Hill Tracts and other areas that are significantly inhabited by SECs, DTE will identify any existing traditional conflict resolution mechanisms. If they exist and SECs intend, the GRCs will include two additional members from such ‘traditional conflict resolution bodies’

45. A web portal on “Grievance Redressing System” may be introduced where facilities for addressing grievances online by common people would be available. All on-going & closed cases of grievances should be publicly available through this portal

X. Consultation

46. During the preparation phase of the AF, 8 regional inclusive stakeholders workshop were held to understand the stakeholder needs and obtain the experience of the original project to design the AF. More than 2000 participants joined the different sessions of the workshops (participant’s lists and detailed information are available on the project website: step-dte.gov.bd). The participants included government officials, teachers and administrators from different training institutes and secondary school (who feed students into TVET programs) and potential TVET trainees along with their parents and guardians. The project and the World Bank team presented the social safeguard issues emphasizing the World Bank’s requirement and possible inclusion of indigenous people and women in the project. Moreover, several stakeholders’ meetings were organized at Dhaka to assess the capacity of the implementing agencies to comply with the social safeguard policies between March and June 2015.

47. In July, 2015 further consultation meetings were held with principals of polytechnic institutes as well as government officials. The consultation was attended by representatives from Economic Relations Division, Planning Commission, Directorate of Technical Education (DTE), Bureau of Manpower, Employment and Training (BMET), Bangladesh Technical Education Board (BTEB), National Skills Development Committee Secretariat (NSDCS), polytechnics, short-course training providers and TVET students (see Annex 2 for a list of stakeholders).

48. Presentations by representatives of STEP and the World Bank were made, followed by open discussion. The summary of the discussions are summarized below:

- ***Enhanced teaching-learning environment with STEP support***– The availability of Institutional Development Grants have aided polytechnics in modernizing their teaching-learning environment. The much-needed grants have been utilized to procure learning equipment, upgrade classrooms, improve sanitation facilities as well as expose students to industry through workplace visits, job fairs, seminars, etc. The deployment of contract teachers has also strengthened teaching capacity in the sector. It is important to monitor that students from SEC and other vulnerable background avail these improved learning opportunities.
- ***Improved enrolment, retention and performance among students*** – Polytechnic and short-course providers emphasized that effectiveness of stipends in attracting disadvantaged students, particularly females, to enroll in TVET programs. Based on institutional data, TVET providers showed that retention and performance of students

has also improved over the past five years with the support of STEP. It will be important to collect gender disaggregated and SEC-based data.

- ***Continuing to work toward market-relevant TVET programs*** – Participants shared the view that STEP has provided the basic resources required in providing quality TVET in beneficiary institutions. However, there continues to remain critical need for technical and financial support in introducing new market-driven subjects in polytechnics and short-course training centers. The institutions must build on best global practices in fostering TVET specialists and innovation. The students from SEC and other vulnerable groups will require special attention in this regard
- ***Capacity has been strengthened at the institutional level*** -The successful implementation of IDG, coupled with management and leadership training at home and abroad, has instilled confidence and improved capacity among TVET administrators. However, the institutional capacity to be strengthened to deal with students with especial needs.

XI. Capacity Building

49. The original STEP-SMF identified that the project implementing institutions have a limited institutional capacity to implement the SMF. Specific capacity-building training programs for institutions and the STEP PIU were implemented under the STEP. DTE also assigned a designated officer who is responsible contact person for matters related to SMF. Periodic refreshers' training will be implemented under the AF project along with intensive training for new officials joining the implementing agencies.

XII. Approval and Disclosure

50. As required by the World Bank's project financing policy, the SMF will be subjected to review and clearance by the designated regional sector/unit of the Bank and formally agreed with the GOB, before formal appraisal of the project. A Bangla version of the SMF will be disclosed to the public in Bangladesh by the Bank at its Country Office Information Center, and by the MOE at its website.

ANNEX 1 FRAMEWORK AND GUIDELINES FOR SMALL ETHNIC COMMUNITIES PLAN

1. The constitution of Bangladesh recognizes the presence of the SECs or tribals. The Articles 28 & 29 of its Constitution makes provision of equal rights for its citizens and also stipulates affirmative measures for “disadvantaged sections” of the society. There are also a number of domestic legal documents (such as the Chittagong Hill Tracts Manual 1900, Chittagong Hill Tracts Regional Council and Hill District Councils Acts, or the Bengal Tenancy Act, 1950) that have specific legal provisions for “tribal peoples.”

2. SECs⁶ comprise about less than 1% (3 million)⁷ 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 socioeconomic indicators. These communities largely speak Tibeto-Burman languages.

Lack of basic infrastructures in some places of CHT also makes it very difficult to implement development projects. Moreover, important issues that need to be considered are: capacity building of indigenous/tribal institutions; social mobilization to motivate students and parents to send children to TVET institutes; supplementary reading materials development in indigenous language; and recruitment and training of teachers in the hill tracts.

3. STEP-AF aims to address some of these issues within the context of the four key areas proposed to undertake. It is determined that the project will trigger the World Bank’s Operational Policy on Indigenous Peoples (OP 4.10). OP 4.12 will not be triggered in this project. The SMF proposes principles, policies, guidelines and procedure to identify and address impact issues concerning Small Ethnic Communities. The SMF will apply to the STEP-AF as a whole, and provide the bases to prepare and implement impact mitigation plans as and when project activities are found to cause adverse impacts on Small Ethnic Communities.

4. Applicability of OP 4.10 in the plains districts and CHT will in general depend on (i) the presence and prevalence of SECs in those districts. As there will be no physical work, the adverse impacts of the project are highly unlikely. The main purpose of the Plan(s) will be to enhance as much as is feasible the positive benefits of the program in a manner that is tailored to their social and cultural norms.

Objectives of Small Ethnic Communities Plan

⁶The Government uses the term “adivasi/ethnic minority” in its Poverty Reduction Strategy Paper.

⁷ According to the 1991 census, there were 1.2 million indigenous peoples belonging to some 29 tribes. Both figures are however disputed by the indigenous peoples. According to their estimates IP population in the country are nearly 3 million who belong to 45 tribes.

5. The objective of the World Banks' SEC Safeguards policy (OP4.10) 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.

6. Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities do not adversely affect Small Ethnic Communities, and that they receive culturally compatible social and economic benefits. This will require DTE to adopt special measures – in addition to those for impact mitigation – to reinforce and promote any available opportunities for socioeconomic development of Small Ethnic Communities' communities.

Defining the Small Ethnic Communities

7. No single definition can capture the diversity of the Small Ethnic Communities, as they are found in varied and changing contexts. As such, DPE will use the World Bank and other development partner guidelines to identify SECs in particular geographic areas by examining the following characteristics.

- Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- Customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and
- An indigenous language, often different from the official language of the country or region.

8. Table 1 shows the distribution of Small Ethnic communities living in 28 districts of the country.

Table 1: Location of Small Ethnic Communities in Bangladesh

<i>Sl. No.</i>	<i>LOCATION</i>	<i>SMALL ETHNIC COMMUNITIES</i>	<i>Sl No</i>	<i>LOCATION</i>	<i>SMALL ETHNIC COMMUNITIES</i>
1.	Greater Mymensingh (Mymensingh, Tangail, NetrokonaJamalpur and Sherpur district)	Garos, Hajong, Koch, Barman, Dalu, Hodi, Banai, Rajbangshi	5.	Greater Sylhet (Sumangonj, Mouvlibazar, Sylhet, Hobigonj district)	Monipuri, Khasia, Garo, Hajong, Patro, Kharia, Santal, Oraon
2.	Gazipur	Barman, Garo, Koch	6.	South-West (Jessore, Satkhira, Khulna district)	Bagdi (Buno), Rajbangshi, Santal

<i>Sl. No.</i>	<i>LOCATION</i>	<i>SMALL ETHNIC COMMUNITIES</i>	<i>Sl No</i>	<i>LOCATION</i>	<i>SMALL ETHNIC COMMUNITIES</i>
3.	Coastal Area (Patuakhali, Barguna and Coxsbazar district)	Rakhain	7.	North-Bengal (Rajshahi, Dinajpur, Rangpur, Gaibandha, Noagaon, Bagura, Sirajgonj, Chapainawabgonj, Natore district)	Santal, Oraon, Munda, Malo, Mahali, Khondo, Bedia, Bhumij, Kole, Bhil, Karmakar, Mahato, Muriyar, Musohor, Pahan, Paharia, Rai, Sing, Turi
4.	Chittagong Hill Tracts (Bandarban, Rangamati and Khagrachari district)	Chakma, Marma, Tripura, Bawm, Pangkhu, Lusai, Tanchangya, Khiang, Mru, Asam, Gurkha, Chak, Khumi			

Small Ethnic Communities Plan

9. Wherever SEC communities live, in the plains or CHT, DTE will prepare and implement Small Ethnic Communities' Plans (SECP) in accord with the principles, guidelines and procedure to ensure culturally appropriate benefits to SEC. All the TVET institutions will fill in the screening form to ensure that students from SEC communities are adequately included in project activities.

SEC Participation and Consultation Strategy

10. Participation of SECs in STEP-AF introduced technical and vocational training will largely determine the extent to which the SECP objectives would be achieved. Where adverse impacts are likely, DTE will undertake **free, prior and informed consultations** with the would-be affected SECs communities and those who work with and/or are knowledgeable of SEC development issues and concerns. To facilitate effective participation, DTE will follow a time-table to consult SECs at different stages of the program cycle. The primary objectives would be to examine the following.

- Whether there is a broad community consensus in support for the project activities and to seek their inputs/feedbacks to avoid or minimize the potential adverse impacts associated with the project;
- Identify the culturally appropriate impact mitigation measures; and
- Assess and adopt economic opportunities which DTE could promote inclusion of SECs in TVET activities.

11. Consultations will be broadly divided into two parts. First, prior to the starting of the project activities, DTE/training institutes will consult the Small Ethnic Communities about the need for, and the probable positive and negative impacts associated with the project activities. Second, prior to detailed impact assessment, the objectives would be to ascertain (i) how the SECs in general perceive of the need for the project activities; (ii) whether or not the communities broadly support the proposed works; and (iii) any conditions based on which the

SECs may provide broad support for the proposed works, which would eventually be addressed in SECPs.

12. To ensure free and informed consultation, DTE/training institutes will,
 - Facilitate widespread participation of indigenous people communities with adequate gender and generational representation; customary/traditional SEC organizations; community elders/leaders; and civil society organizations like NGOs and CBOs; and groups knowledgeable of SEC development issues and concerns.
 - Provide them with all relevant information about the subproject, including that on potential adverse impacts, organize and conduct the consultations in manners to ensure free expression of their views and preferences.
 - Document and share with IDA the details of all consultation meetings, with SEC perceptions of the proposed works and the associated impacts, especially the adverse ones; any inputs/feedbacks offered by SECs; and an account of the conditions agreed with SECs that may have provided the basis for broad based community support for the proposed works.

13. Consultation and communication strategy should be conducted keeping access, cultural appropriateness and gender in mind.

Contents of Small Ethnic Communities (SECs) Plan

14. SECPs will primarily aim at mitigating adverse impacts and reinforcing and promoting any available development opportunities in the subproject areas, with a particular focus on the SECs who might be directly affected. Depending on nature and magnitude of impacts, an SECP may generally consist of the following:
 - Baseline data, including analysis of cultural characteristics; education; social structure and economic activities; land tenure; customary and other rights to the use of land and other natural resources; relationship with the local mainstream peoples; and other factors that may have been suggested by SECs during consultations and are to be addressed in implementation.
 - Strategy for local participation, indicating timing of consultation and the participants, such as affected SECs, SEC organizations, and individuals and entities which have provided useful feedback and inputs during initial consultations.
 - Mitigation measures and activities, which will generally follow Small Ethnic Communities' preferences and priorities, including those agreed between the Small Ethnic Community peoples organizations and DTE during consultations.
 - Institutional capacity, taking into account DTE's staff experience, consulting services, and Small Ethnic Communities and civil society organizations in designing and implementing SECPs.
 - SECP implementation schedule, taking least disruptions to the Small Ethnic Communities livelihood and other activities into consideration.

- Monitoring and evaluation, with the participation of Small Ethnic Communities representatives and organizations, and other civil society organizations that may have been operating in these areas.
- Financing the SECP. Budgets and sources of fund needed to implement the mitigation measures and development activities, if any, agreed between the Small Ethnic Communities and DPE.

Small Ethnic Communities' Socioeconomic Characteristics & Concerns

15. Baseline data (on the various aspects suggested above) and identification of social concerns will primarily focus on the cultural and socioeconomic characteristics of SCCs and the potential vulnerability that might be caused by the proposed school physical works. Data on the following socioeconomic characteristics are expected to indicate the nature and magnitude of adverse impacts and provide the essential inputs for SECPs.

Social & Cultural Characteristics

- Relationships with areas where they live -- relating to religious/cultural affinity with the ancestral lands, existence and use of livelihood opportunities, etc.
- Use of any SEC languages for social interactions and their use in reading materials and for instructions in formal/informal educational institutions in the Small Ethnic Community localities.
- Food habits/items that may differ from non-Small Ethnic Communities and the extents to which they are naturally available for free or can only be grown in the Small Ethnic Communities territories, and which are considered important sources of protein and other health needs of Small Ethnic Communities.
- Interactions and relationships with other Small Ethnic Communities in the same and other areas.
- Presence of customary social and political organizations – characteristics indicating internal organization and cohesion of the communities, and their interaction with those of the non-SEC population in these areas.
- Presence of Small Ethnic Communities organizations, like community based organizations (CBOs)/NGOs, working with SEC Small Ethnic Communities development issues, and their relationships with the mainstream organizations also engaged in community development activities.
- Other cultural aspects likely to be affected or made vulnerable by the proposed school physical works.

Settlement Pattern

- Physical organization of homesteads – indicating organizational patterns with the existing community facilities, such as schools, places of worship, cremation/burial grounds, water supply and sanitation, etc.
- The extent to which the SEC settlements/neighbourhoods are spatially separated from those of the non-Small Ethnic Communities, indicating interactions and mutual tolerance of each other.

- Present distance between the SEC settlements/neighbourhoods and the schools selected for expansion and new construction.

Economic Characteristics

- Land tenure — indicating legal ownership and other arrangements under which Small Ethnic Communities presently use lands for living, cultivation or other uses.
- Access to natural resources — prevailing conditions under which SEC Small Ethnic Communities may have been using natural resources like forests, water bodies, and others that are considered important sources of livelihood.
- Occupational structure — indicating relative importance of household's present economic activities, and the extent to which they might be affected or benefited.

Level of market participation — engagement in activities that produce marketable goods and services, and how and to what extent market participation would be affected or enhanced.

Impact Mitigation & Development Measures

16. Choice of appropriate and culturally compatible development measures will largely depend on preferences and priorities of the affected SECs and their communities. Wherever feasible and opportunities exists, these measures will be undertaken beyond those meant for adverse impact mitigation. In general such measures might vary from one area to another in the plains and CHT.

Grievance redress

17. The project will ensure that Small Ethnic Communities are aware of and have easy access to the grievance redress mechanisms described in the previous chapter. This will be a critical component to be covered under the communication strategy.

Monitoring and Reporting

18. As executing agency, DTE will be responsible for monitoring and evaluation of activities related to SECs. DTE, with the help of the training institutes, will collect ethnicity-disaggregated data. DTE will regularly analyse the program output and impact indicators, including by ethnicity. A Gender and SEC specialist may be appointed who would build the capacity of the EA and relevant IA personnel to collect ethnicity-disaggregated Project data and ensure that monitoring and evaluation procedures include indicators for monitoring impact on the Project's beneficiaries.

DTE will provide the World Bank with the following information for their review of performance and compliance with the SMF.

- Social safeguard screening: As and when requested, filled-out screening form.
- Updates for formal review missions, which would include summary information on schools that have significant adverse impacts on Small Ethnic Communities.
- Semi-annual report on compliance of safeguard requirements on SECs.

DTE information will include impacts of its activities- both positive and negative on the target beneficiaries including information on Ethnic groups and gender.

Monitoring Indicators:

Indicators	Actions
<p>Inclusive TVET for SECs</p> <ul style="list-style-type: none"> • SEC students enrolment (year and grade; %) • SEC students dropout (year and grade; %) • SEC students pass rate (year; %) • SEC students receiving stipend (year, grade, % of total SEC applicants) 	<p>Each TVET institute will develop a data bank with gender disaggregated data on SEC students is required.</p>
<p>Teacher’s training on SEC sensitivity</p> <ul style="list-style-type: none"> • Number of training/workshops 	<p>Training on SEC needs and sensitivity will be given to TVET trainers.</p>
<ul style="list-style-type: none"> • Gender balance • Percentage of male and female teachers in SEC areas • Percentage of students enrolled (grade, year) • Percentage of stipend holders (year, grade) 	<p>At least 50% of stipend holders among SEC are girls and recruitment of SEC female teachers in SEC predominant areas.</p>

Annex 2

**NEGATIVE LIST OF SOCIAL ATTRIBUTES OF ACTIVITIES UNDER
SKILLS AND TRAINING ENHANCEMENT PROJECT ADDITIONAL FINANCING
(STEP-AF)**

25. The negative characteristics of activities, which will make them ineligible for support under STEP-AF, are based on their probable social impacts. With the available implementation experience, it is apprehended that institutional capacity may not be adequate to manage the impacts listed below. However, it should be noted that the list is not immutable and can be modified as the implementing agency gathers experience and develops capacity to deal with social issues.

NEGATIVE SOCIAL ATTRIBUTES
<p>Activities that involve <u>involuntary resettlement</u> of people/households will be ineligible for support under STEP-AF. Such activities are those that</p> <ul style="list-style-type: none">▪ Poses any direct or indirect discriminatory criteria for selection▪ Require land acquisition▪ Require involuntary contribution of private lands▪ Affect private homesteads▪ Communities are unable to compensate for lands that are available on ‘contribution against compensation’ basis.▪ Render households using public lands destitute▪ Affect mosques, temples, graveyards, cremation grounds, and other places/objects that are of religious and cultural significance▪ May significantly restrict access to common property resources and livelihood activities of groups and communities
<p>Activities that affect <u>indigenous peoples</u> with long-term consequences will be ineligible support. These activities are those that</p> <ul style="list-style-type: none">▪ Poses possibility of exclusion▪ Threaten cultural tradition and way of life▪ May severely restrict access to common property resources and livelihood activities▪ May affect places/objects of cultural and religious significance (places of worship, ancestral burial grounds, etc.)

Annex3

Stakeholders Met for Consultation

Principal/Director of Grant Recipient Polytechnic Institute

Mr. Sayed Nur Nabbi, Principal, Rangpur Polytechnic Institute
Mr. Dr. Md. Nurul Islam, Principal, Barisal Polytechnic Institute
Mr. Engr. Md. Abdul Halim, Principal, Sylhet Polytechnic Institute
Mr. Mohsinur Rahman, Principal, Hobiganj Polytechnic Institute
Mr. Sushil Kumar Pal, Principal, Narshingdi Polytechnic Institute
Mr. Md. Monjurul Alam, Principal, Feni Polytechnic Institute
Mr. Engr. Md. Lutfur Rahman, Principal, Tangail Polytechnic Institute
Mr. Anwar Hossain, Principal, Chittagong Mohila Polytechnic Institute
Mr. Saleh Ahmed, Principal, Chittagong Polytechnic Institute
Mr. Mohammad Rihan Uddin, Vice Principal, Comilla Polytechnic Institute
Mr. Md. Shariful Islam, Instructor (Non-Tec), English, Khulna Polytechnic Institute
Mr. Md. Shorab Hossain, Academic In-charge, Khulna Mohila Polytechnic Institute
Mr. Dr. Md. Abdullah, Principal, Jessore Polytechnic Institute
Mr. Md. Aktaruzzaman, Principal, Kushtia Polytechnic Institute
Mr. Md. Anwar Hossain, Principal, Faridpur Polytechnic Institute
Mr. Sushanto Kumar Bosu, Principal, Dhaka Polytechnic Institute
Mr. Dr. Sheikh Abu Reza, Principal,
Mr. Md. Mozahar Hossain, Principal, Dhaka Mohila Polytechnic Institute
Mr. Dr. Md. Farid Uddin, Principal, Mymensingh Polytechnic Institute
Mr. Dr. Md. Morad Hossain, Principal, Pabna Polytechnic Institute
Mr. Md. Shamsul Alam, Principal, Rajshahi Polytechnic Institute
Mr. Md. Omar Faruk, Principal, Rajshahi Mohila Polytechnic Institute
Mr. Khandaker Golam Mostafa, Principal, Bogra Polytechnic Institute
Mr. Md. Aminur Rahman Sorwar, Principal, Dinajpur Polytechnic Institute
Mr. M.A. Sattar, Principal, Shyamoli Ideal Polytechnic Institute
Ms. Shohely Yeasmin, Principal, SAIC Polytechnic Institute, Dhaka
Mr. Engr. Md. Sahabuddin, Principal, BIIT, Bogra
Mr. Sayed Ahmed Zaki, Principal, Bangladesh Polytechnic Institute
Mr. Shahidul Islam Chowdhury, Principal, Grassroots Polytechnic Institute, Faridpur
Mr. Gazi Md. Abdus Salam, Principal, Institute of Science Trade & Technology, Dhaka
Mr. Shamsur Rahman, Principal, NPI, Dhaka
Mr. Ahsan Habib, Principal, National Institute of Technology, Chittagong;
Mr. Asma Rahman, Dhaka Ahsania Mission
Mr. Sushil Chandra Ray, Chief Instructor, Shamoli Ideal Polytechnic Institute