

DRAFT

**SOCIAL MANAGEMENT FRAMEWORK**

**FOR**

**Secondary Education Quality and Access  
Enhancement Project (SEQAEP)**

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## INTRODUCTION:

Bangladesh pioneered the use of conditional cash transfers for girls' education with the launch of the Female Secondary School Assistance Program (FSSAP) in the early 1990s. The intervention led to a fourfold increase in female schooling, reversing the gender-gap (female to male ratio of 1.2:1) within a decade. However, access disparities across income groups remained unaddressed and there were growing concerns about high dropout rates for both boys and girls (particularly for the poor) and low learning achievements.

After a pioneering and highly successful gender-targeted Female Secondary Stipends Program, building on the success of the earlier interventions and to address the remaining challenges, the Government of Bangladesh (GoB) has introduced a poverty-targeted stipend program to address large disparities across different income groups in secondary school access and quality in the new Secondary Education Quality and Access Enhancement Project (SEQAEP) that covers 121 upazilas in the country. GOB launched SEQAEP in 2008, with IDA Credit financing of US\$130.7 million and government counter-part funding of US\$25 million. The project was approved on July 1, 2008 and declared effective on September 4, 2008. SEQAEP project consists of: (a) improving education quality and monitoring learning levels in project areas; (b) improving equity and access in project areas through provision of stipends to poor girls and boys; (c) strengthening the institutional capacity of the Ministry of Education (MoE) both at central and local levels; and (d) establishing an effective monitoring and evaluation system. The key project development objectives are to improve the quality of secondary education, systematically monitor learning outcomes, and to increase access and equity in project upazilas. These objectives are in line with those of GoB as articulated in the current Poverty Reduction Strategy Paper (PRSP) – focusing on enhancing the quality of education, ensuring equitable access and better utilization of scarce resources. The project provides Proxy Means Testing (PMT)-targeted stipends and tuition to economically poor girls and boys, and quality-enhancing incentive grants to schools, teachers and students in some 7,000 secondary schools and madrasahs from 125 Upazilas<sup>1</sup>(sub-districts) in the country. To consolidate different projects

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<sup>1</sup> In 2008, there were 122 upazilas under SEQAEP. Because of splits of administrative areas, there are currently 125 SEQAEP upazilas, representing one-fourth of overall country coverage (there are about 480 rural upazilas in Bangladesh).

under a unified sector plan and a more harmonized support, GOB is planning to launch a Sector-Wide Approach (SWAp) in the sector from 2018. (Social Assessment Report 2008)

To increase access and retention of poor girls and boys, SEQAEP project will implement a pro-poor targeting of stipends and tuition program. To ensure that program resources primarily reach the poor and that the poor are not excluded, an effective pro-poor targeting scheme has been undertaken. Through this scheme the applicants would be identified as comparatively more eligible, less eligible for getting the stipend and tuition assistance.

**Development Objectives:** The end of project target, the end of FY 2013, set for the number of students appearing in the Secondary School Completion (SSC) exam and the secondary school completion rates have already been surpassed. Gender parity (boys to girls ratio) was 0.87 in 2012 against an end-of-project target of 0.92 and the percentage share of poor in secondary enrollment was 38% in 2010 (HIES data) against an end-line target of 39%. Two rounds of learning assessments are expected to be completed by 2013 (one already completed and second round in progress).

SEQAEP AF will finance activities to (i) continue supporting students and institutions in 125 project upazilas; and (ii) scale up SEQAEP interventions in 90 new upazilas. The selection of 90 most deprived upazilas is based on the human opportunity index (HOI) which combines the school participation rate and completion rate in the respective age-group and the factors associated with the schooling opportunity in each upazilas. The direct beneficiaries of SEQAEP AF would be about 4.5 million students in 11,500 institutions from 215 upazilas. The project would also directly benefit teachers, school management committees and PTAs in project institutions.

**Impact Evaluation:** Findings from a rigorous impact evaluation study, carried out 2 years after the project start, suggest that there is significant causal impact of the PMT stipends program on secondary school enrolments, and the effects are most pronounced among children from socio-economically disadvantaged families. The estimates suggest that children eligible to receive PMT-stipends are 21 percentage points more likely to be enrolled in secondary school than they would

have not been able to receive the PMT-stipends. The impact is even more pronounced for boys (28 percentage points) and girls (26 percentage points) from the poorest two quintiles. In terms of learning outcomes, overall student test scores improved by 0.25 standard deviations between the two rounds of survey but there was no significant net impact on stipend recipients. It is important to note that the PMT-stipends attracted the poorest students into project schools and yet showed test score improvement for these beneficiaries. The finding is consistent with evidence from other studies that show that Conditional Cash Transfers (CCT) does not automatically increase student learning in the short-run.

**Additional Financing:** The PDO and project components under the Additional Financing of \$265 million (\$250 million IDA and GOB contribution of \$15 million will remain unchanged. The four project components will remain the same as in the original project: (i) improving quality, (ii) improving equitable access, (iii) strengthening institutional capacity, and (iv) establishing an effective monitoring and evaluation system. The first three components will be transaction-based and the component 4 (M&E) will be results-based. The direct beneficiaries of SEQAEP AF would be 11,500 institutions from 215 upazilas which provide education to over 4.5 million students annually. The project would directly benefit economically poor students, teachers, school management committees and parent teacher associations (PTAs) in the project supported institutions.

The AF project would be implemented over a four-year period, beginning in January 2014 and ending in December 2017 to cover four academic years, in line with the proposed roll-out of the secondary education SWAp program from early 2018. In the first year, AY2014, current project interventions will continue in existing 125 upazilas and preparatory activities will be carried out in additional 90 upazilas for roll-out from AY2015.

**Implementation arrangements:** Under guidance from an inter-ministerial Steering Committee chaired by MOE Secretary, DSHE would be responsible for AF project implementation. DSHE will continue to be supported by two units: SEQAEP Unit headed by a Project Director and MEW, headed by a Director, and reporting to the Director General, DSHE. As in the current project, project management and implementation capacity will be augmented through the use of

several government and private specialized partner agencies (for example, services in areas such as PMT, disbursement of funds, reading habit program, additional support in EL and Math, Science, and data processing services etc.). The key actors at the field level such as school head-teachers, School Management Committees (SMCs), Parent Teacher Associations (PTAs) and Upazila Secondary Education Offices (USEOs) would work with guidance from Zonal Directors and District Education Offices. During the AF project period, implementation arrangements, including those for school grants, will be further streamlined to prepare for the proposed SWAp roll-out from 2018.

**Social Safeguards:** The project will operate in areas where tribal people/ethnic minorities may live and hence World Bank Operational Policy (OP) 4.10 Indigenous People will be triggered. Under the original project, as part of social inclusion and poverty based targeting, the Proxy Means Testing (PMT) program included all tribal/ethnic girls and boys who applied regardless of any other targeting criteria. The AF project will continue to include all tribal students, regardless of poverty status, under the targeted PMT stipend scheme. The PMT MIS would continue to maintain database on tribal students' enrolment, retention and education achievement and periodically provide summary analysis. Similarly, the project extends stipend support to all disabled students. In terms of gender, the AF project would introduce grants to schools to incentivize Parent Teacher Associations (PTAs) to carry out community campaigns against girls eve teasing and encourage safe movement of girls between homes and schools.

The purpose of this Social Management Framework (SMF) is to update the Social Assessment conducted in 2008, and based on the findings of the tribal people's inclusion reports submitted regularly by the implementation agency, and the teams evaluation of the project's success so far lay out a framework to strengthen inclusion of tribal people in a consultative and participative manner in processes to increase access to secondary education and improve scoring capabilities. The SMF will also include a gender component, as the team assessed that the lack of security of girls travelling to schools is proving to be a hindrance to their participation in some cases. Since the AF project extends to new upazilas, the education awareness and community mobilization sub-component will also focus on the social safeguards aspects.

In addition to social safeguard compliance requirements, the SMF lays down the processes to ensure that subprojects are prepared to ensure inclusion, participation, transparency and social accountability.



## SECTION2: SOCIAL ASSESSMENT

### **Introduction:**

**Purpose of the Social Assessment:** The purpose of this Social Assessment is to understand the impacts of the original project and the potential impacts of the AF on tribal populations/student/faculty body. With regards to the latter, the SMF contains in addition to the Social Assessment (SA) a Tribal Peoples Framework to provide guidance on consultative practices with tribal teachers and students, promote inclusion and participation, recommendations to enhance positive outcomes and mitigate for adverse impacts, roles and responsibilities for the implementation of the framework via site specific plans, grievance redress procedures and monitoring and evaluation.

The SMF also includes a Gender Framework, guidelines and recommendations for the awareness raising campaign and a Social Accountability component.

**Methodology:** The study makes an assessment of potential impacts of the projects on the Tribal students and will provide a framework for addressing the potential impacts.

The study included following steps:

- Review all relevant project documents;
- Consult on a sample basis some schools operating in such areas, especially schools in Haluaghat in Mymensingh and Tanor in Rajshahi where Tribal students enrolment is regular;
- Review the scope of work in consultation with the relevant project officials including identifying the number of tribal and ethnic , and students;
- Assess whether the project activities have had any direct impact (positive or negative) on tribal people,
- Assess whether within the scope of this project there is any need to undertake special measures for tribal students.

### **Indigenous Peoples/Tribal People of Bangladesh:**

Bangladesh is by and large religiously, ethnically and linguistically homogeneous. Its population is nearly 160 million (estimated 2010); it is roughly 85 percent Muslim, others are mainly Hindu, Buddhist and Christian. More than 99 percent speak Bengali. The overwhelming numbers of people are ethnic Bengalis although they are a mixed group containing Aryan, Dravidian, Mongoloid and other racial traits. Bangladesh is rich in cultural diversity due to presence of different ethnic groups. The ethnic people who are also known and addressed as the Adivasis/indigenous peoples/Tribal. They are strikingly diverse in their culture, language, religion, traditions and patterns of social, economic and cultural life.

In the Poverty Reduction Strategy Paper (PRSP), it is said, Bangladesh has about forty-five adivasi/ethnic minority communities living both in the hill regions and in the plain lands. The largest concentration is in the Chittagong Hill Tracts but other areas in which these communities live include Chittagong, greater Mymensingh, greater Rajshahi, greater Sylhet, Patuakhali and Barguna. Chakma, Garo, Manipuri, Marma, Munda, Oraon, Santal, Khasi, Kuki, Tripura, Mro, Hajong and Rakhain are some of the well-known adivasi/ethnic minority communities of Bangladesh. In the census of 1991 Bangladesh government identifies 29 *Tribal* communities of population 1,205,978. Different reports provide different numbers of tribal/ethnic minority population and it is estimated to be around 2 million. (Social Assessment Report, 2008)

Despite variation in country- by- country and by academic disciplines, terminology on Indigenous peoples include "cultural minorities," "ethnic minorities," "indigenous cultural communities," "tribal," "scheduled tribes," "natives, and "aboriginals. Accepted or preferred terms and definitions vary country by country, by academic discipline, and even by the usage of groups concerned. In Bangladesh, IPs are often referred as small ethnic groups, ethnic communities, tribals, hill people (paharis) and forest people. For the purposes of this document IPs will be referred to as tribal people (TPs) as per government definition.

The Chittagong Hill Tracts (CHT) comprising the districts of Rangamati, Khagrachhari and Bandarban has a significant number of ethnic minorities (**0.45 percent of the total population of Bangladesh**) and live in a geographically compact area. Regarding physical features, they belong

to the ‘mongoloid group’ The CHT is situated in the extreme southeast of Bangladesh, having common borders with both India and Myanmar. The Chittagong Hill Tracts (CHT) are home to the country’s largest concentration of tribal peoples. There are 13 indigenous ethnic communities living in the Chittagong Hill Tracts (CHT) in Bangladesh. There are approximately 600,000 indigenous people in the CHT. The primary census report of 2011 illustrates that total ethnic population group of Bangladesh. 1st is Chakma consisted 4,44,748 people while the Marma, the second largest ethnic group compares with 2,02,974 person. Three major tribes in Hill Tracts are the Chakma, Marma and Tripura. They constitute more than 88 percent of the total number of TPs in the CHT. Other tribes are Tanchangya, Mro, Bawm, Pankhua, Chak, Kheyang, Lushai and Khumi.. Overall, the social and political organization, way of life, economy and culture are more closely linked to those of the hill people of Assam and upper Myanmar than to the settled who occupy the alluvial plains of the Ganges-Brahmaputra delta, which makes up the greater part of Bangladesh. (ADB 2<sup>nd</sup> HT Rural Development IP Plan, March 2011).

Almost all the indigenous peoples have traditional indigenous elements in their formal religious beliefs and practices. The indigenous peoples have their own languages, both in written and oral forms. Although the languages of the Chakma and the Tangchangya have close links with Bengali and Assamese, these languages have developed their own distinctive identity over the centuries. The languages spoken by most of the other indigenous peoples belong to what is known as the Tibeto-Burman family of languages. However, the Chakma script is closer to the Khmer script than to the Burmese. Mros had no written language of their own, but some could read the Burmese and Bangla scripts.

Other than CHT, some other ethnic groups are inhabitants in North West part of the country. Santals are inhabitants of Rajshahi and Dinajpur. There are a few groups also in central and Northeastern parts. Khasis, Garos, and Khajons in Mymensingh and Sylhet regions. In these regions the tribal population is scattered and has become mixed with the mainstream Bengali population. In Southeast there are Rakhains whose origin is Myanmar but many currently live in Cox’sbazar.

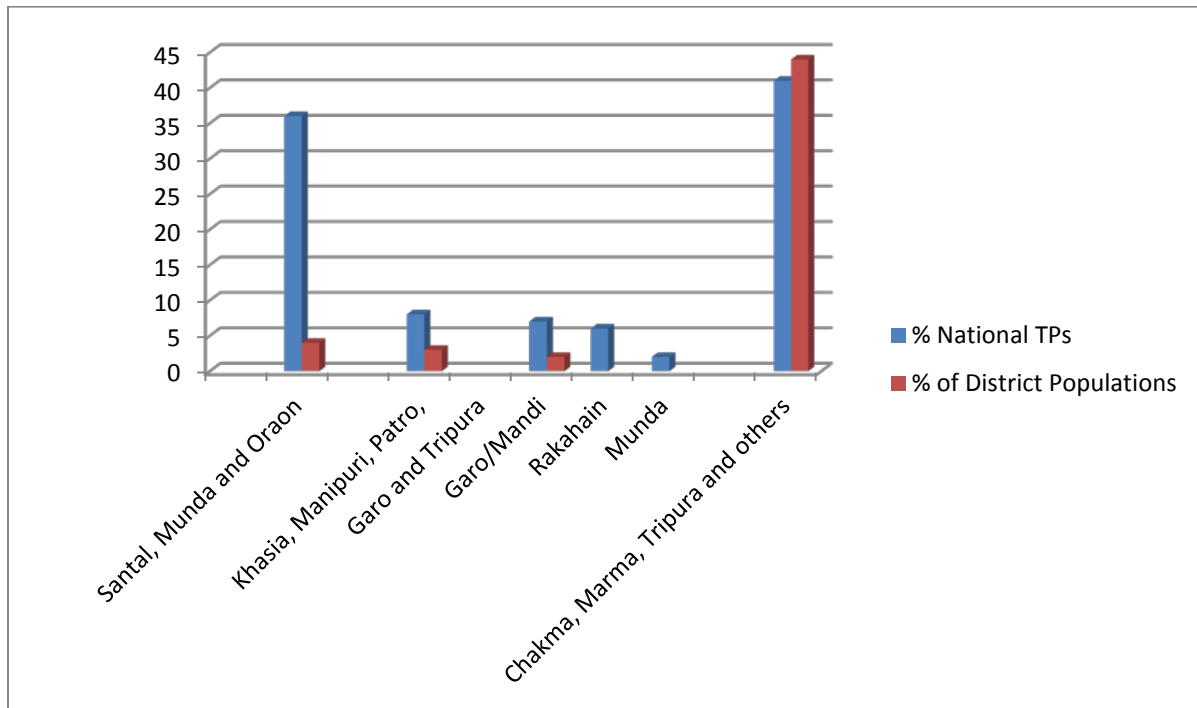
Figure of government census in 1991 (1,205,978) indicated tribal population separately. But the census in 2001 did not include tribal population separately and there were no space or column in the Census Format of 2001 for collecting data on indigenous issues. To get the figure of 2001, the figure of 1991 is multiplied by the growth rate 1.48. to arrive at an estimated number of 1,784,847 (Second Primary Education Development Program (PEDP-II)).

**Table 1: Areas of TP Concentration in Bangladesh**

	<b>Areas of TP Concentration</b>	<b>Predominant TPs</b>
	<b>Plains</b>	
1.	Rajshahi Division, Naogaon, Dinajpur Rajshahi, & Joypurhat Districts	Santal, Munda and Oraon
2.	Sylhet Division, Maulavibazar and Hobigonj Districts	Khasia, Manipuri, Patro, Garo and Tripura
3.	Madhupur Area of Dhaka Division	Garo/Mandi
4.	Patuakhali (Barisal Division) and Cox' Bazar (Chittagong Division) Districts	Rakahain
5.	Khulna Division, in <i>Sundarbans</i>	Munda
	<b>Hills</b>	
6.	Chittagong Hill Tracts	Chakma, Marma, Tripura and others

Source: ADB 2<sup>nd</sup> Rural Development Project IP Plan, March 2011 (on basis of Bangladesh Bureau of Statistics (BBS), 2001)

**Figure1: Concentration of TPs and percent of population**



Source:

Compiled from ADB 2<sup>nd</sup> Rural Development Project IP Plan, March 2011

The PRSP recommended to recognize Adivasi/ethnic minority communities and their specific needs in all relevant government policies and programs. It also recommends providing education to Adivasi/ethnic minority people with a curriculum that allows learning in their own language at the primary level.

Micro studies indicate that literacy and school enrolment of indigenous groups are low. A study conducted by Research and Development Collective, titled Baseline Survey on Indigenous Peoples in North-West Bangladesh, published in November 2000, Report No. 15 shows that the literacy rate of Santal, Koch, Mahalis are 22%, 17% and 25% respectively. The lack of information makes it difficult to assess the literacy rate of the indigenous children.

The SEQAEP project has been implementing the Proxy Means Testing (PMT) which provides an alternative targeting scheme to identify poor girls and boys using a set of individual household and community characteristic/variables that can be easily measured. The PMT is a household

based targeting tool which generates a welfare score for applicants individual/household based on a self-reported application form that includes information on a set of household variables. The eligibility is determined according to a threshold of cut-off score. However all applicants reporting themselves as indigenous/tribal in the application forms are automatically eligible for the stipend and tuition support, as are disabled students.

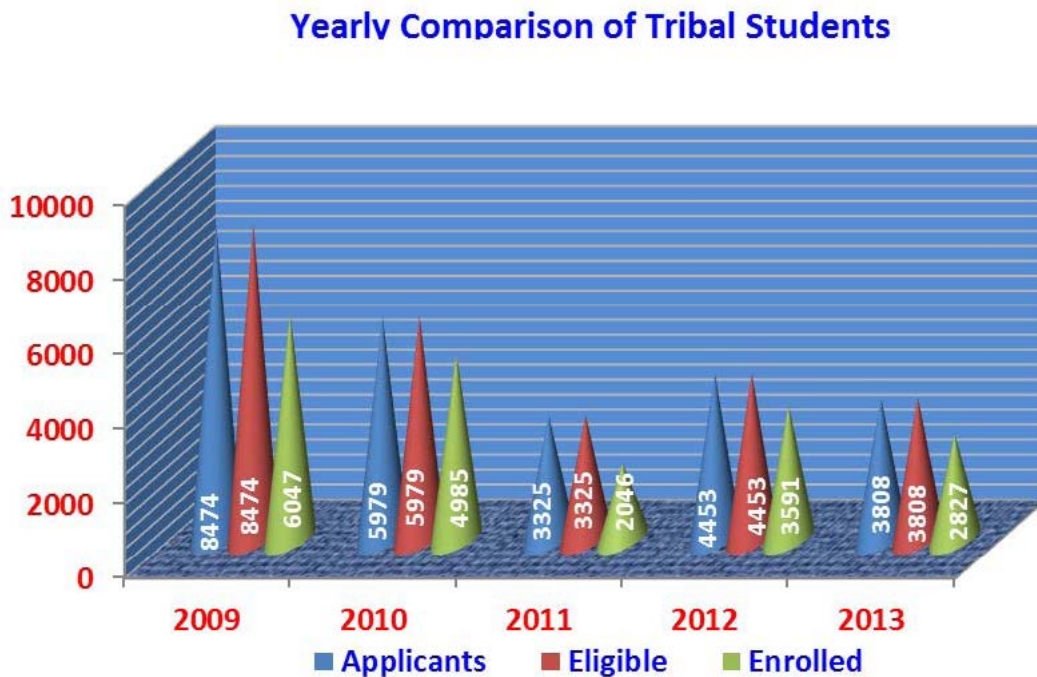
The Local Government Engineering Department (LGED) has doing the screening and maintaining the database on tribal students for the PMT which is gender segregated and updated every year. The LGED generates a report on “Tribal and Disabled Students of the PMT Based Stipend and Tuition Program” as part of their general reporting requirements.

## 2.2. FINDINGS FROM THE PMT REPORTS

The 2012 PMT report shows the total number of eligible tribal students is **3808**. The number of the eligible tribal students is **3703** out of **3808** of class VI for the year 2013. The total number of Award Confirmation Form (ACF) students is **2827** for the year 2013. This means that although all tribal children who apply become eligible for the stipend and tuition support, they do not all ultimately enroll in schools. In most cases children are kept out of schools to engage in small scale agricultural activities to add to household incomes.

The application form is provided in the Annex 2.

**Figure 2: Yearly comparison of tribal Students**



Source: PMT Report 2013

Other than stipend there are also other supports available for the poor students. VGD and VGF cards are prominent one.

### **VGD and VGF Card Holder**

VGF (Vulnerable Group Feeding) is a form of gratuitous relief. This program is normally launched during disaster and after disaster till the distressed people remaining vulnerable to hunger. It may be stated that the WFP started its relief activities as VGF Program in Bangladesh

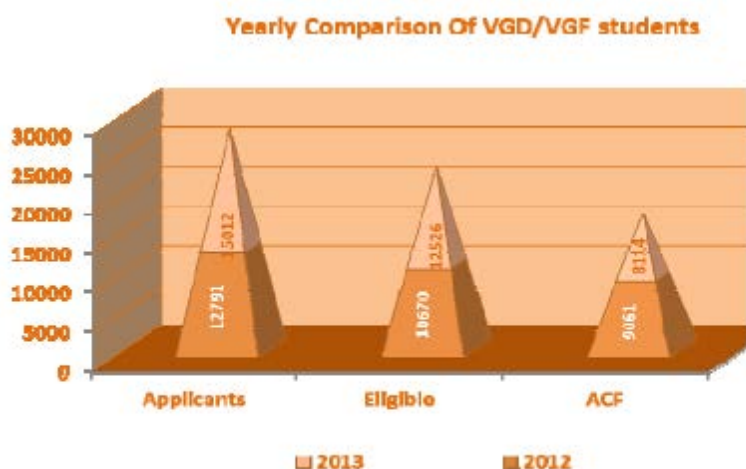
among the poorest women from 1975 under projects BGD 2226. The Vulnerable Group Development (VGD) program is the largest social safety net program of the Government of Bangladesh that exclusively targets ultra-poor households. To ensure sustainability of development results and to provide women with opportunities to further improve their livelihoods VGD participants are mainstreamed into regular NGO development programs after completing the cycle.

**Table2: Detail of VGF and VGD Students for the year 2012 and 2013**

Year a	Total VGD / VGF Applicants (b)	Eligible Students			Eligible Students (c) Total Cat-01 +Cat-02	Total ACF Students
		Cat1		Cat2		
		Boy	Girl	Girl		
2012	12791	3727	5239	1694	10670	9061
2013	15012	4141	5796	2164	12526	8114

Source: PMT report 2012

**Figure3: Yearly Comparison of VGD/VGF students**



Source: PMT Report 2012



Considering government's emphasis and provision of stipend and tuition support to all tribal students, PMT administration cell has put emphasis exclusively on tribal students from the beginning of this stipend and tuition program

**SECTION 2.3. CONSULTATIONS WITH STAKEHODERS:**

The following table shows the distribution of the TPs students according to class and gender.

**Table3: ACF Status of Tribal Students 2013**

ACF STATUS OF TRIBAL STUDENTS 2013																		
Division Name	District Name	Upazila Name	Number of Tribal Students Awarded															
			Class 6			Class 7			Class 8			Class 9			Class 10			Tribal
			Category-1		Total	Category-1		Total	Category-1		Total	Category-1		Total	Category-1		Total	Total
			Boy	Girl	Students	Boy	Girl	Students	Boy	Girl	Students	Boy	Girl	Students	Boy	Girl	Students	Total
CHITTAGONG	COX'S BAZAR	MOHESHKHALI	38	40	78	6	7	13	0	3	3	0	0	0	1	0	1	95
CHITTAGONG	COX'S BAZAR	TEKNAF	5	2	7	1	1	2	7	5	12	3	0	3	4	0	4	28
DHAKA	MYMENSINGH	FULBARIA	12	22	34	3	1	4	4	4	8	0	1	1	1	3	4	51
DHAKA	MYMENSINGH	HALUAGHAT	75	146	221	62	76	138	27	29	56	10	9	19	24	52	76	510
DHAKA	NETRAKONA	DURGAPUR	67	62	129	61	76	137	27	32	59	8	14	22	17	44	61	408
DHAKA	NETRAKONA	KALMAKANDA	49	66	115	30	59	89	48	48	96	7	12	19	13	27	40	359
DHAKA	SHERPUR	NALITABARI	10	10	20	18	28	46	5	5	10	8	4	12	3	2	5	93
RAJSHAHI	DINAJPUR	KAHAROL	23	34	57	24	26	50	15	18	33	4	4	8	15	8	23	171
RAJSHAHI	JOYPURHAT	KALAI	2	7	9	0	2	2	0	3	3	1	1	2	0	0	0	16
RAJSHAHI	NAOGAON	MANDA	30	36	66	20	22	42	40	32	72	9	6	15	23	30	53	248
RAJSHAHI	PANCHAGARH	TETULIA	1	4	5	3	3	6	0	0	0	0	1	1	2	2	4	16
RAJSHAHI	RAJSHAHI	GODAGARI	146	177	323	201	270	471	69	65	134	49	63	112	146	149	295	1335
RAJSHAHI	RAJSHAHI	TANORE	146	175	321	100	115	215	43	41	84	23	31	54	38	47	85	759
RAJSHAHI	RANGPUR	GANGACHHARA	6	5	11	0	0	0	0	2	2	0	0	0	3	0	3	16
SYLHET	MOULVIBAZAR	KAMALGANJ	278	320	598	246	278	524	199	166	365	77	89	166	110	189	299	1952
SYLHET	SUNAMGANJ	DHARMAPASHA	22	20	42	16	21	37	3	4	7	3	2	5	3	2	5	96
SYLHET	SUNAMGANJ	DOARABAZAR	2	1	3	4	21	25	0	1	1	0	0	0	1	0	1	30
SYLHET	SYLHET	COMPANIGANJ-S	9	7	16	4	4	8	14	8	22	0	2	2	1	1	2	50
SYLHET	SYLHET	GOWAINGHAT	18	16	34	21	37	58	6	9	15	3	0	3	7	4	11	121
			<b>939</b>	<b>1150</b>	<b>2089</b>	<b>820</b>	<b>1047</b>	<b>1867</b>	<b>507</b>	<b>475</b>	<b>982</b>	<b>205</b>	<b>239</b>	<b>444</b>	<b>412</b>	<b>560</b>	<b>972</b>	<b>6354</b>

source: Syed Shafiqul Islam, LGED

Moulvibazar- kamalgonj, 1952 and Godagari, Rajshahi, 1335 have the highest number of TP students.

Among the TP students, there are 2089 (G-1150) students in class 6, 1867 (G-1047), in class7, (G-475) 982 in class 8, 444 (G-239) in class9, 972(560) in class 10. Total TP awardees are 6354. Schools uses formats to screening students on basis of their socio-economic conditions. The screening form is attached in the Annex.

Consultation was done with teacher both Bangali and TPs in Haluaghat and Tanore to identify the current situation and suggestions for improvement.

The teachers identified that TP students come from very impoverished families, their parents are not aware of the benefits of education, due to the involvement of the children in harvesting and cultivation, the seasonality affects their participation. Language is a prominent barriers for them. The promising fact that there are more female students than male students in most classes, so women's empowerment could be achieved by the achievement of secondary school completion for them and this will automatically restrict the child marriage.

They suggested that, there should be awareness raising among the parents and community, Cultural activities, drama and other popular media can help in this regards. Indigenous teachers also can take a role in sensitizing the tribal parents. There is a lack of background on Mathematics, and other science subject an language, so recruitment of quality teachers in the remote areas and where TP students are studying can bring interest in the students in these subjects.

#### **Factors that pose a hindrance for TPs to access secondary education:**

- **Extreme poverty and lack of awareness**

- **Remoteness and poor facilities.**

- **Environment in schools need to be sensitized to ethnic cultures**

Difficult circumstances and extreme poverty, and language barrier, tribal students may not feel confident in the initial stages at schools. In government schools in the areas where tribal people live, the teachers need to be trained to understand diverse cultures or sensitized about the indigenous way of life.

- **Lack of indigenous teachers in schools**

In the scenario of national wide dearth of lack of quality teachers, lack of teachers from the indigenous community may make indigenous students difficult to understand language of instruction. Recruitment process needs to be taken care of in a way that good teachers are recruited and where available indigenous teachers are employed.

- **Lack of communication between parents and teacher**

Most of the indigenous parents may not be educated and thus, may not be aware of the benefit of education of their children. Lack of communication between parents and teacher may be a barrier in bringing good results for tribal students.

- **Difficulties with school calendar**

The TP students often do not go to schools during the harvesting and agricultural activity time as they go to the field for helping their parents or look after their younger brothers or sisters at home. In Greater Mymensingh and Sylhet region, the Christian Missionary Schools are allowing long vacation during the crop seasons, so that students can assist their parents. Awareness raising campaigns may help in involving children in such activities as the stipends are compensating somehow the costs of children and parents need to be sensitized about long term benefit of it.

## **2.4. RECOMMENDATIONS FOR IMPROVING ACCESS AND QUALITY FOR TRIBAL STUDENTS**

### **Roles of teachers and schools:**

Teachers can take some extra tutorials for the low achievers including the tribal students on the subjects they are facing difficulties in achieving good grades including language..

Reflecting this cultural diversity in the activities of the school programmes such as cultural programmes, drama, essay competition can be helpful for making tribal students having more

interaction with Bangali and other tribal students and the linkages may help in accessing indigenous students in secondary schools.

Providing access and equity in education to these diverse groups will require a coordination of efforts among the government, indigenous organizations, civil society members and NGOs.

- **Organize awareness raising campaigns for indigenous elders and parents**

Tribal parents are not very much aware about the importance of education of their children. Due to poverty they are more interested in sending children to work.. Therefore, a series of dialogue meetings, elders' conference and women conference should be organized. All stakeholders including Indigenous elders, social and religious leaders, headmen, priests and church leaders will attend the meeting.

- **Strengthen relationship between parents and teacher**

Regular meeting between parents and teacher will be helpful for students. It will improve the quality of students and schools. In some schools, there is a committee titled Parents and Teachers Association (PTA) which should be activated and improved.

- **Social and cultural programs etc.**

Tribal students culture and values to be showcases in schools. This will help them to be confident in schools. Therefore, support for extracurricular activities such as cultural programs, debate, sports etc should be provided for all students including the TPs.

- **Training and orientation courses for teachers**

Teacher training needs to address the issues of child-friendly learning and inclusive education. Locally available materials need to be used in teaching and local stories told in the classroom. Teachers need to be trained encourage children to recognize difference and diversity as a positive factor.

- **Strengthen the supervision and monitoring**

Teachers need support to change their teaching practice and create a more child-friendly and inclusive environment. Ensuring supervision and monitoring keeping pace with the aims of inclusive education is an essential part of educational change management. Tribal community organizations and traditional social institutions can be strengthened and encouraged to monitor the educational services for their children.

Monitoring from central to field level needs to be strengthened to identify loopholes if any and to efficiently and effectively address these.

### **SECTION3: Tribal People’s Development Framework and Gender Framework**

#### **Specific Funding Requirement of the World Bank’s Policy OP 4.10.**

The International Decade of the World’s Indigenous Peoples (IP) (1995-2004) was proclaimed by the General Assembly of the United Nations through Resolution 48/163 of 1993. In recognition of this, the World Bank has articulated and adopted, annex ‘C of OP 4.10’ as part of its operational policy to guarantee the protection and involvement of indigenous peoples in all development activities which have the likelihood of impacting on members of this group, whether as individual, groups or communities. In 1982, the World Bank became the first multilateral financial institution to establish a safeguards policy on Indigenous Peoples. The current Indigenous Peoples policy (May 2005) requires client governments to seek broad community support of Indigenous Peoples through a process of free, prior, and informed consultation before deciding on development projects affecting Indigenous Peoples.

Policy document OP4.10 of the World Bank contributes to the Bank's mission of poverty reduction and sustainable development by ensuring that any development activity and their accompanying processes fully respects the dignity, human rights, economies, and cultures of Indigenous Peoples. Hence, it is a requirement that all projects which are proposed for financing by the World Bank are assessed to see whether the policy needs to be triggered keeping in mind the geographic location, nature and scope of activities.

The policy requires client governments to seek broad community support of Indigenous Peoples through a process of free, prior, and informed consultation before deciding on development projects affecting Indigenous Peoples. The policy requires that Indigenous Peoples benefit from the commercial development of natural resources. Project must include measures to (a) avoid potentially adverse effects on the Indigenous Peoples’ communities; or (b) when avoidance is not feasible, minimize, mitigate, or compensate for such effects. Bank-financed projects are also to

be designed and structured in a manner to ensure that the Indigenous Peoples receive social and economic benefits which are culturally appropriate and gender and intergenerationally inclusive.

### **SECTION 3.1. TRIBAL PEOPLES DEVELOPMENT FRAMEWORK**

#### **Objectives**

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

- Enhance positive social outcomes;
- Prevent negative social impacts as a result of either individual institution or their cumulative effects;
- Ensure compliance with World Bank safeguard policies.

The main objectives of the Tribal Peoples Plan (TPP) are to ensure that the activities funded SEQAEP do not adversely affect TPs, 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 TPs in the locality and ensure informed direct participation

#### **Basic Principles**

The Framework is based on an assessment of the nature, scope, and scale of safeguards impacts of the project components and institutional capacity of schools, madrasah's and institutions and the implementing agencies to address social safeguards issues. The following principles will apply for selection of institutions and activities:

- All proposed institutes to be funded by the projects will be subject to a social screening in order to assess the prevalence of Tribal students studying there.

- OP 4.12 is not triggered for the project as no land acquisition is required for the implementation of all project activities. The institutions will not propose to undertake activities that may require land acquisition, or displacement of communities (regardless of title), or adverse impacts on livelihoods. All development works will be limited to improvement of the existing infrastructure if needed, and use their own land which must be free of encumbrances, for any new structures (if applicable). Also to-
  - Ensure that TP communities in general and their organizations are not excluded by any means in activities selection, design and implementation processes.
  - Together with TPs, carefully screen the activities for a preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts.
  - Where alternatives are infeasible and adverse impacts on TPs are unavoidable, the MoE, together with TPs and others knowledgeable of TP culture and concerns, will immediately make an assessment of the key impact issues.
  - The MoE will undertake the necessary tasks in order to adopt appropriate mitigation measures. The most important in this respect is intensive consultation with the tribal communities, community elders/leaders, and formal and informal tribal organizations, civil society organizations like NGOs, and others who are interested in and have knowledge of TP issues.

*Consultation will include the activity objectives and scope; the likely key adverse impacts on (and benefits for) TPs; TPs' own perception of the impacts and feedback; and a preliminary assessment of economic opportunities which the MoE could promote – in addition to mitigation of the adverse impacts.*

Once the exact schools and other academic institutions targeted for the AF are determined, they will be screened to assess the presence of tribal students according to the screening formats attached (these are already being used by the project in implementing their PMT program). For institutions where tribal students are found in larger numbers, the SMF will be used as guidance to prepare Tribal People's Plans to address the issues of participation, inclusion and enhancement of positive outcomes for tribal students.



Ensuring inclusion of the tribal students were determined from the inception of the project by making every single tribal applicant making eligible for stipend once application received.

### **Identifying the Tribal Peoples**

Although the TPs of Bangladesh are well recognized locally, the PIU their local representative officials will examine the following characteristics to make formal identification:

- Self-identification as members of a distinct tribal 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
- A tribal language, often different from the official language of the country or region.

As tribal students are automatically eligible for stipends, the Union Parishad, local government representatives could be given the authority to identify the tribal students in their locality and students need to submit that certification when applying to prevent any incidence of misusing the stipend.

Students with disability are also automatically eligible for stipends upon application.

A form is provided to identify the background of the students which is presented in the Annex.

### **Impact Mitigation & Development Measures**

The schools and other academic institutions will carry out a needs-assessment among tribal students to gauge their academic difficulties and career aspirations in order to make the curriculum more accessible to and effective for them.

Special need identification survey can be undertaken to support tribal students effectively and efficiently. One major issue in this regard can be language skill. As many of the tribal communities are not fluent in Bangla or English other than Chakma and may not get opportunities to equally like them to study in urban mainstream educational institutes. To have

inter community interaction as well as interaction with Bengalis will help icebreaking of initial inertia. Specific assistance should be given to tribal students by identifying these areas. These may vary in different regions and classes.

### **Consultation Strategy**

A consultation and communication strategy will be developed is for the Tribal students and teachers to incorporate their voices, providing them a sense of ownership and their active participation. An awareness campaign in local/ethnic languages (including posters, workshops etc.) can enhance positive outcomes for tribal students especially.

- In addition to the communities in general, consult tribal organizations, community elders/leaders and others with adequate gender and generational representation; and civil society organizations like NGOs and groups knowledgeable of TP issues regarding access in the schools, academic curriculum, quality of education, value of seeking higher education, try to build linkages.

Consultation will in general concentrate on awareness-raising, garnering feedback on the curriculum and other aspects of student life (inclusion and participation).

Get to know each other's culture always gives space for more interaction, knowledge sharing and trust building among different communities. Schools can think of a yearly event of day long cultural activities of all the tribal communities to showcase their cultural elements such as rituals, dance, music, costumes, customs etc. which will bond them more and make the wider body having more interest in these cultures.

### **Safeguards Screening & Mitigation Guidelines**

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:

The project will not undertake any activities that affect tribal peoples with long-term consequences will be ineligible support. These activities are those that

- 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.)
- The activities that have characteristics as those described in above will be ineligible for funding under SEQAEP;
- *Guidelines for Tribal Peoples Plan:* Principles and guidelines to identify and deal with adverse impacts on tribal peoples, and a consultation framework for adoption of mitigation and development measures, where activities would adversely affect TPs.

At the institution levels, the Project Implementation Unit (PIU) will screen the projects to ensure compliance with the above principles. For location specific sub-projects that trigger OP 4.10 the PIU will ensure that adequate and appropriate consultation modalities are adopted to build consensus among the Tribal population, identify impacts in the light of their unique needs and way of life and implement mitigation measures commensurate with their cultural, religious and societal norms. The project mainly works on the supply side of the higher education quality enhancement and development. The curriculum can be made more accessible to tribal students by understanding their needs and exploring their career aspirations.

**Guidelines to how to prepare area specific tribal people’s management plans are provided in Annex 1.**

## **SECTION 3.2. GENDER FRAMEWORK**

### **World Bank Gender Policy: OP 4.20 - Gender and Development (Revised March 2012)**

The objective of the Bank's gender and development policy is to assist member countries to reduce poverty and enhance economic growth, human well-being, and development effectiveness by addressing the gender disparities and inequalities that are barriers to development, and by assisting member countries in formulating and implementing their gender and development goals.

To this end, the Bank periodically assesses the gender dimensions of development within and across sectors in the countries in which it has an active assistance program. This gender assessment informs the Bank's policy dialogue with the member country.

The Bank's Country Assistance Strategy (CAS) draws on and discusses the findings of the gender assessment.

In sectors and thematic areas where the CAS has identified the need for gender-responsive interventions, the Bank's assistance to the country incorporates measures designed to address this need. Projects in these sectors and thematic areas are designed to adequately take into account the gender implications of the project.. The Bank regularly monitors the implementation of this policy.

Secondary education creates linkages for the girls prospect of higher education and thus contribute to the MDG of empowerment of girls women through more awareness, decision making, mobility etc. This is particularly significant contribution for the Tribal girls who due to remoteness, language barrier and lack of awareness of parents were not able to access secondary education. As there is quota facilities for the tribal students including girls in higher education, the secondary education can bridge the gap of dropping out of tribal girls at primary levels and secondary levels and provide access to higher education and mainstream them.

#### **Girls' secondary education can contribute to many of the MDGs:**

##### **MDG1. Eradicate extreme Poverty and Hunger**

Girls' stipend program is supporting them to reduce hunger and their higher education will likely to have positive impact on income generation and thus will reduce family's poverty.

##### **MDG2. Achieve Universal Primary Education**

Stipends for Girls at secondary level will encourage them to complete primary education and get the benefit of accessing secondary education.

##### **MDG3. Promote gender equality and empowerment:**

Girl's higher education will reduce gender disparity and will empower them by awareness and mobility and connectivity with other social actors.

**MDG4. Reduce Child Mortality:** Girl's secondary education will reduce and prevent incidences of early marriage, thus will give them opportunity to delay childbirth till a more suitable age, by which time they will have more knowledge and accessibility to child health care and better bargaining power regarding such access..

MDG5 Improve Maternal Health; Prevention of early marriage and give birth of children in early age automatically will contribute to better maternal health. Also educated mothers will have more information and access to health services.

**MDG7. Ensure environmental sustainability:**

Aware population particularly women and mothers who are so closely related to environment, will bring more sustainable environment by women's consciousness of treating environment and natural resources more carefully by themselves, their families and communities.

Bangladesh is experiencing positive scenario regarding girls' higher education which is increasing steadily due to the stipend and tuition support programs along with campaign for social mobilization. Girl's enrollment in secondary schools in Bangladesh jumped to 3.9 million in 2005, from 1.1 million in 1991, including an increasing number of girls from disadvantaged or remote areas. This has enabled Bangladesh to achieve one of its Millennium Development Goals ahead of time—gender parity in education. Girls' enrollment spiked 67 percent in 17 years. Female enrollment, as a percentage of total enrollments, increased from 33 percent in 1991 to 48 percent in 1997 and close to 55 percent in 2008. Girls pass rates soared. Secondary School Certificate pass rates for girls in the project area increased from 39 percent in 2001 to 62.8 percent in 2008. (Source: International Development Association (IDA), WB website)

### **Benefits to girls**

The Asian Development Bank's Summary Poverty Reduction and Social Strategy states that there is a large indigenous population living in the Chittagong and Sylhet regions as well as remote northern parts that have yet to be supplied with access to primary education (Asian Development Bank). Additionally, gender inequities in primary education have not been totally eradicated, even though primary enrollment levels now have achieved gender parity. Bangladesh

has set the goal of reaching 95% enrollment rate by the year 2015, and the desire to drastically increase the equality of access to primary education among all populations.

Secondary education is a tool to address this. Secondary level schooling has several positive impacts on girls including prevention of child marriage.

**Safety and Security of Girls travelling to and from schools:** During the pre-appraisal mission for the AF it was identified by the project that girls travelling to school are often facing eve-teasing and other harassment from local goons and miscreants. This is a common problem faced by young women in Bangladesh but often with serious implications ranging from parents stopping girls from going to schools, to deeper psychological traumas, even suicide in some reported cases.

The safety of adolescent girls traveling to school has been a general issue of concern in the sub-continent given the propensity for eve-teasing and in some cases more serious criminal and offensive behavior of men towards young girls. The project is cognizant of these challenges and based on the learning from the previous phase will include some preventive measures to improve the safety and security of girls traveling to schools. A brief assessment will be carried out at the schools to understand the types and level of challenges facing the girls and some options will be explored with the girls, teachers and concerned parents to design preventive measures. For example the Parent Teacher Associations can together identify clusters and assign a parent to accompany each group of girls to the schools each week. A group of community elders can be incentivized to form “walking-groups” for health benefits and also for accompanying groups of girls to schools. The schools may rent designated “rickshaw vans” to pick up students who have to walk from afar.

### **SECTION 3.3: SOCIAL INCLUSION AND ACCOUNTABILITY**

The tribal population lives in remote or hilly areas of the country and are found to be among the poorest quintiles. Hence the AF, like the original project will deem all indigenous children in the project area eligible for the stipend program, regardless of their individual poverty status. The project adopts a similar policy towards disabled children as well. Besides this the PMT process is targeted towards the poorest households, based on clear and objective criteria.

The Local Government Engineering Department (LGED) has maintained a database on the enrollment of tribal children, retention rates and performance since the beginning of the original project (database presented earlier). The data is gender segregated. LGED will continue to collect data in similar fashion, analyze, document and report it regularly to the MOE and to the Bank.

The project will implement social accountability tools to improve citizen participation and transparency. Strengthened transparency and accountability includes display of information of all activities including cost, at prominent and public places in the wards, participation of communities in monitoring and evaluation, and use simple formats for reporting findings at planning, implementation and post-implementation project stages.

To make the projects transparent and to ensure the rights to Information an excellent MIS system has been introduced. For Transparency and access to information, notices, reports and updates are posted on SEQAEP website ([www.seqaep.gov.bd](http://www.seqaep.gov.bd))

Through MIS- list of students stipend will be published, Award confirmation form will be available (enrolled), beneficiaries list be online. While the project is already implementing this in parts, a comprehensive system for sharing of transparent data relative to all project aspects will be available online by the end of 2013.

### **SECTION 3.4. AWARENESS RAISING CAMPAIGN**

The project has been engaging with a local NGO, PIACT, to carry out an Information and Education campaign (IEC) to raise awareness and mobilize targeted stakeholders. The IEC uses several modalities as part of its outreach including local media, posters, town-halls, miking and

focus groups. In areas where tribal populations live, the IEC is focused to their specific needs and is carried out in local languages in a culturally compatible manner

PIACT was assigned to design and implement a comprehensive campaign for awareness and mobilization of people in order to motivate them to send children for secondary education. While PIACT did a reasonably good job at awareness raising, the project has decided that they want to strengthen the campaign. The following steps are suggested:

- Print media (Newspaper Advertisement): Advertisement in- local newspapers on SEQAEP's vision and mission.
- Video Short Film: culturally relevant and portraying the comparative social positions of Repeaters, Dropped-outs and Completers, . developed in such a way as to arouse awareness and create a feeling among the targeted stakeholders that the whole nation is stressing on the importance of secondary education.
- It may contain, among others;
  - awareness and communication messages and materials
  - information on all Proxy Means Testing (PMT) procedures ;
  - accountability issues among the stakeholders specially SMCs, MMCs, PTA members;
  - financial support to targeted beneficiaries etc.
- Posters, Brochures, Information kit, Laminated Posters, were prepared and used previously during the project. These can be revamped with more updated information.
- Developing a half-yearly newsletter and publishing the same, depicting the important events and information in relation to project implementation and to feature best practices, success stories of the program.
- Organize awareness programs at national/district/upazila and union level and promote awareness on education issues and information on PMT-based stipend and incentives and proper utilization of education allowances
- Organizing Popular Folk Songs, Street Dramas and Cultural Programs on Educational Awareness, Motivation and Community Mobilization:



- Partnership with a TV channel and Newspaper for disseminating the activities and coverage and impact of the SEQAEP.
- Use popular media for awareness raising
- In areas where there are concentrations of tribal people, the IEC will be targeted and tailored to the needs of the tribal communities. It will be designed to address specific topics which are now serving as hindrances to enrollment. The campaign will use local languages and be sensitized to the culture and customs of those tribal communities. More social and cultural program and interactions among Bangali and TP students will be encouraged.
- The campaign will have a gender focus, and will target mothers of young girls attending primary schools to encourage and motivate them to enroll their daughters for secondary schooling citing all the benefits of secondary schooling for such girls cited in the gender framework contained in this SMF. Case studies can be developed as well.

## SECTION 4: IMPLEMENTATION ARRANGEMENTS FOR THE SMF

The PIU will have the overall responsibility for the implementation of the SMF. At the field level the screening of schools in order to determine presence of tribal students is currently done by the PMTA, Upazila Secondary Education Officer (USEO). Since this has been effective so far, the same arrangements will be continued under the AF. The School Management Committee (SMC) and Parent Teacher Associations (PTAs) will jointly prepare the Tribal Peoples Plans where necessary, with support from USEO, who will also assist with community consultations as per the SMF. This will be under the direct supervision of SEQAEP unit. The USEO and SMC will receive adequate orientation and training on how to implement the SMF from the SEQAEP unit as well as the Bank team. The SEQAEP unit will designate a focal person for social safeguards implementation, supervision and monitoring.

The awareness raising campaign will continue to be led by an NGO, preferably with local field offices, but will receive more guidance from the SEQAEP unit than it did previously. The NGOs can consult the teachers, students, parents, local leaders including the Union Parishad, to design the campaign.

### 4.1. PMT Structure and responsibilities

#### Operational Structure of PMT at field-level

Upazilla PMT Advisory Committee (UPAC): 9 Members

Member	Designation
1. Upazila Chairman	Advisor
2. Upazilla Nirbahi Officer (UNO)	Chairperson
3. Principal or Representative of a local college nominated by UNO	Member
4. Head Teacher off a local school nominated by DEO	Member
5. Supdt. Of a local madrasha nominated by DEO	Member

6. 2 (two) UP Chairmen nominated by UNO	Member
7. Upazilla Engineer	Member
8. Upazilla Primary Education Officer	Member
9. Upazilla Secondary Education Officer	Member Secretary

*Upazilla Nirbahi Officer will convene meeting of UPAC. He will apprise the Advisors on the implementation status of PMT.*

Upazilla PMT Implementation Committee (UPCC): 5 Members

Member	Designation
1. Upazilla Engineer (Upazilla PMT Coordinator)	<i>Coordinator</i>
2. 2 representative nominated by UNO	Member
3. Upazilla Secondary Education Officer	Member
4. Upazilla Primary Education Officer	Member

### **PMT Booth formation at Union level**

Upazilla PMT Coordinator and USEO will jointly form the PMT booths by selecting 3 members for each booth.

3 Member Booth team:

Member	Designation
1. Head Teacher or senior teacher of secondary level institution	Member
2. Representative of SMC/MMC or Parent Teacher Association	Member
3. Representative of Upazilla Primary Education Officer (preferably head teacher	Member

or senior teacher) or Union Parishad Member (female)	
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PMTA/USEO representative will act as the booth leader/supervisor. The booth members will primarily examine the eligibility of applicants and help filling up the application form correctly. Each booth team will also visit at least 10 (ten) households to physically verify the information on the PMT application form. Upazilla PMT Coordinator and USEO will provide the household list, selected through lottery, for the random-check visit. Upazila PMT Coordinator will deploy one supervisor for at least 2 Unions from among the officials of UE and USEO's office for daily supervision and monitoring of the booth activities.

- USEO will provide: all sorts of assistance as the Member Secretary of Upazilla PMT Advisory Committee (UPAC). Provide necessary support to UPC in the procedures and steps involved in the PMT-based selection of stipend and tuition beneficiaries. Raise the awareness of community about PMT procedures, advise all the eligible applicants of the poor household to apply and facilitate the poor to apply. Provide direct guidance to UPC on booth locations, community mobilization and PMT application booth processes
- Upazilla PMT coordinator (UPC): In collaboration with UNO, all UP Chairmen, Head Teachers, Representative of SMC/MMC/Guardian/Imam UPC with support from USEO will convene meetings at the upazilla level to inform all participating schools, parents and local community members about the new stipend program and the modalities of selecting beneficiaries. Organize PMT awareness workshop at union level with assistance from USEO
- UNO/Upazilla Advisory Committee (UPAC): Upazilla Chairman will provide support and guidance to the committee. Upazilla Nirbahi Officer (UNO) will act as the Chairperson of UPAC. UPAC will advise/assist the Upazilla PMT Implementation Committee in implementing PMT activities at field level.

## 4.2. Monitoring

### Monitoring at Field level

- SEQAEP Unit will monitor the issues and Progress of PMT activities by regular field visit.
- USEOs will ensure compliance of rules and procedures of PMT based stipend and tuition by regular inspection of institutions.
- PMTA and its Upazilla offices will monitor important steps of PMT activities especially PMT booth operation
- PMTA will deploy independent enumerator for physical verification of household characteristics of the applicants and monitor their performance
- Officials of PMTA will visit institutions for collecting data through checklist
- Agrani Bank will closely monitor the disbursement and report to SEQAEP Unit

### Database and monitoring report

- PMTA will continue using the effective database they have established and will submit half yearly and yearly statistical report on a regular basis
- SEQAEP Unit and MEW will prepare analytical report based on data provided by PMTA and Agrani Bank
- BANBEIS will conduct annual census of all SEQAEP institutions and prepare reports.

**Evaluation:** An independent evaluation firm will be deployed for assessing the efficiency of PMT program. A total of 3 round of evaluation will be conducted during the project period.

### Capacity Building

Strengthen the PIU's institutional capacity to implement the SMF through specific capacity-building training programs for the PIU.

### Grievance Redress:

The schools and institutions will set up a procedure to address complaints and grievances regarding SEQAEP procedural irregularities and environmental and social guidelines. If complaints dealt in open meetings fail to be resolved, the institutes can refer the complaints to the PIU with the minutes of the hearing taken place at the institutional level. If PIU fails to resolve the matter, it can refer the case to MoE.

#### **4.3.MAJOR ROLES AND RESPONSIBILITIES of PMT**

PMT has various committees through which it is ensuring accountability and transparency.

#### **4.4. BUDGET**

The budget for the implementation of the SMF will be disbursed from the PMTA and the Education awareness and community mobilization (EACM) component.

#### **Approval and Disclosure**

As required by the World Bank's project financing policy, the SMF prepared by the GOB will be subjected to review and clearance by the designated regional sector unit of the Bank and then finalized before formal appraisal of the project. The SMF, including a Bangla version, will be disclosed to the public in Bangladesh by the Bank at its Country Office Information Center, and by the MoE at its website. The Bank will also disclose it in its InfoShop

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## GUIDELINES ON TRIBAL PEOPLES MANAGEMENT

### *I. Background*

According to the social assessment, some of the selected and participating schools/madrasahs may have small concentration of tribal inhabitants. Some secondary schools and madrasahs are also situated in the CHT. The project has taken the exclusion criteria to avoid any negative impact on the tribal communities due to undertaking of the project. The project rather, intends to extend the benefits towards their welfare. However, to maximize benefits to the tribal peoples, the following guidelines will apply where subprojects will be proposed in areas inhabited by tribal peoples following the World Bank's Operational Policy on Indigenous Peoples (OP 4.10). A Tribal Peoples Plan (TPP) will be prepared for subprojects with beneficiaries from tribal communities.

### *II. Objectives of the Tribal Peoples Plan*

At the field level the screening of schools in order to determine presence of tribal students is currently done by the PMTA, Upazila Secondary Education Officer (USEO). Since this has been effective so far, the same arrangements will be continued under the AF. Depending on the presence of tribal peoples (TP) in the subproject areas, the school/madrasah committees and Parent Teacher Associations (PTAs) will prepare TPPs jointly for their subprojects with the following strategic objectives:

- Select subproject interventions and determine their scopes to avoid impacts on tribal peoples.
- Ensure free, prior and informed consultation with the tribal peoples where subproject identifies tribal peoples among the beneficiaries.
- Ensure project benefits are accessible to the tribal community living in the subproject area.
- Ensure tribal peoples participation in the entire process of identification, planning, and implementation of subprojects.

### *III. Identifying the Tribal Peoples*

Although the tribal peoples in Bangladesh are well recognized locally, the schools and institutions will examine the following characteristics to make formal identification:

- 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 subproject 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.

#### ***IV. TP Consultation Strategy***

That free, prior and informed consultation will be held, and as required for informed consultations, schools and institutions will provide TPs with all information related to the subproject interventions, and intended benefits. To facilitate consultations the school committees will take the assistance of the USEO to:

- Prepare a time-table for TP consultations leading to selection, design and implementation of the subprojects, and consult them in manners so that they can express their views and preferences freely.
- In addition to the communities in general, consult TP organizations, community elders/leaders and others with adequate gender and generational representation; and civil society organizations like NGOs and groups knowledgeable of TP issues.

This will provide the inputs necessary to prepare and implement a TPP for a subproject through the pertinent identification of special needs and perceived hindrances to access. The committees will keep minutes of these consultation meetings and make them available for review by the World Bank and other interested groups and persons.

#### ***V. Preparation of a TPP***

In order to prepare a TPP, the following steps will be taken:

- Social screening to establish the presence of tribes in the subproject area or have collective attachment to the subproject area
- Based on the screening format develop a brief baseline
- Demonstrate measures to avoid negative impacts to the tribal people
- Identify areas for improvement pertaining to the access to secondary education of tribal children
- Disclose the TPP locally and in Bank Infoshop before award of civil works contract.

The TPP will primarily aim at avoid potential adverse impacts, and reinforcing and promoting any existing opportunities. The TPP will basically consist of TP profile and baseline information, consultation and participation strategy, benefits enhancement measures, implementation arrangement including institutional and financial and a monitoring and evaluation plan. The draft outline of the TPP is given below.

### **Outline of Tribal People’s Plan**

Baseline and TP Profile	Baseline data, including analysis of cultural characteristics, social structure and economic activities, relationship with the local mainstream peoples, occupation, language skills, costumes, etc.
Participation Strategy	Process and timing of consultation and the participants such as TP community leaders, elders, community based TP organizations, NGOs, individuals,
Subproject benefits and enhancement areas	Identify subproject benefits to the TP communities and the areas where the benefits can be enhanced
Enhancement measures and activities	Identify TP preferences and priorities, develop enhancement measures agreed with the communities
Implementation Arrangements	Describe responsibilities for implementation of the plan with time schedule, costing and sources of financing
Monitoring and evaluation	Design monitoring and evaluation plan involving the TP communities, the PTAs and school committees

**ANNEX2:**

SEQAEP-1 Form

SEQAEP  
Monogram

**Secondary Education Quality & Access Enhancement Project**

Directorate of Secondary & Higher Education

Ministry of Education

**Government of People's Republic of Bangladesh**

[Please see the latest version cleared by IDA]

**PMT Application Form**

School Year: 200 [ ]

**A. Booth Information (To be filled up by the booth officials)**

1. Booth ID:

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2. Village: ..... 3. Union/Ward: .....

4. Upazila/Thana: ..... 5. District: ..... 6. Division.....

**B. Student Information**

1. Student ID:

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2. Name: .....

3. Birth Date

4. Age: ..... Years 5. Gender: Boy Girl

Day	Month	Year

	For currently enrolled student	For out of school child (most recent)
5. Class		
6. Institution Name		
7. Institution ID		

8. Father's Name: ..... 9. Mother's Name: .....	
10. Immediate Guardian (if not father or mother): .....	
11. Relationship with the immediate guardian [Choose one]	<input type="text"/>
<i>1-Grand Father, 2 – Grand Mother, 3 – Uncle, 4 – Aunt, 5 – Sister, 6 – Brother, 7- Other</i>	

Address	Parents	Guardians (if different than parents)
12. Village		
13. Post Office		
14. Union		
15. Upazila		

We, the undersigned, solemnly swear that all the information provided in this form is accurate and complete. We understand and agree that this application will be evaluated to see if the student applicant will be selected as the beneficiary. If the applicant is chosen in the beneficiary list, we will enroll in SEQAEP-registered institution and abide by the conditions of educational compliance criteria: i) attend classes at least 75% of days in school year, ii) obtain at least 33% marks on average in annual examinations, and iii) remain unmarried till SSC examinations are completed. We also agree that any benefits we receive will be cancelled immediately if the above conditions are not met or any information we provide in this application form is found to be inaccurate or incomplete.

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**(Signature of Father/Mother/Guardian)**

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**(Signature of Student)**

**C. PMT related socio-economic information**

1. Name of the Head of the Household you belong to: .....
2. Is the Head of household the same person as student's guardian/parent? Yes  No
3. What is the marital status of the household head (1-married, 2-unmarried, 3-widowed, 4-divorced, 5-separated)
4. What is the age (in full years) of the household head? .....
5. What is the highest level of education the household head has received (\*choose one)
6. What is the highest level of education the spouse of household head has received (\*choose one)
7. Is the household head an agricultural day laborer? Yes  No
8. Is the household head a non-agricultural day laborer? Yes  No
9. Is there any agricultural day laborer in the household other than the household head?  
Yes  No
10. Is there any non-agricultural day laborer in the household other than the household head?  
Yes  No
11. How many members are there in your household? .....
12. How many 14 years old or younger children live in your household? .....
13. Does your household have a separate dining room? Yes  No
14. Does your household have a separate kitchen? Yes  No
15. Does your household own a tube-well?  Yes  No
16. How many cattle do your household own?
17. Do you have electricity connection at your home? Yes  No
18. How many rooms do you have at your home (excluding business rooms)?
19. What is the main construction material of the wall at your home?  
Brick/ Cement  Hemp/Hay/Bamboo  CI Sheet/Wood  Mud Brick
20. What type of material is used to build the roof of your home?  
Cement  Hemp/Hay/Bamboo  CI Sheet/Wood  Tile/Wood
21. What type of Toilet do you have at your home?  
Sanitary  Katcha Latrin (Permanent)  Pacca Latrin (Water Seal)   
Katcha Latrine (Temporary)  Pacca Latrine (Pit)  Open Field
22. Total Cultivable Agricultural land owned by the Household: Acres
23. Total Dwelling house/Homesteaded land owned: Acres
24. Total land rented in: Acres
25. Total land rented out: Acres
26. Have you received remittances/transfers from relatives from abroad during the past 12 months?  
Yes  No
27. If Yes, how much did you receive? Taka

28. Does your household own a TV? Yes  No
29. Does your household own a fan? Yes  No
30. Does your household own a bicycle? Yes  No
31. Does your household own a land phone? Yes  No
32. Do you belong to any indigenous community? Yes  No

\* Education codes for Q5 and Q6

**00**- Did not pass grade 1; **01** – Grade 1 passed; **02** – Grade 2 passed; **03** – Grade 3 passed; **04** – Grade 4 passed; **05** – Grade 5 passed; **06** – Grade 6 passed; **07** – Grade 7 passed; **08** – Grade 8 passed; **09** – Grade 9 passed; **10** – SSC/Dakhil/Equivalent passed; **11** – HSC/Equivalent Passed; **12** – Bachelors/Equivalent Passed; **13** - Masters/Equivalent Passed; **14** – Doctor; **15** – Engineer; **16** - Others

**IMPORTANT NOTE:** The following comments were received by Zia Aljalaly, Sr Social Development Specialist, from the Regional Safeguards Unit – SARDE, which will be incorporated in the final version.

----- Forwarded by Dilip Parajuli/Person/World Bank on 09/24/2013 02:57 PM -----

From: Zia Aljalaly/Person/World Bank  
To: Sabah Moyeen/Person/World Bank@WorldBank  
Cc: Francis V. Fragano/Person/World Bank@WorldBank, Dilip Parajuli/Person/World Bank@WorldBank, Achim Fock/Person/World Bank@WorldBank, Ayaka Toki/Person/World Bank@WorldBank, Safeguards-SARDE/Service/World Bank@WorldBank  
Date: 09/18/2013 05:13 PM  
Subject: Re: Fw: For your review and clearance - SMF: Secondary Education Quality and Access Enhancement Project (SEQAEP) Additional Financing, 458-8198 SARDE

Dear Sabah

Thank you for sharing the SMF with us. I reviewed it and although the report makes a good effort to discuss the status of Tribal groups in the country but the SMF needs to be more focused, and take a broader approach to cover all social and safeguards issues.. Specifically:

- It would be helpful if there was a structure to the report in terms of its overall scope, issues/impacts, legal framework & policies triggered, and guidelines to prepare mitigation plans.
- *Section 2* refers to it as Social Assessment. Please clarify whether it is a SMF or a SA. These are two different instruments . Most of the focus of the report is on Tribals with a few pages on gender and exclusion. There is no mention of other social safeguards policies or how the SMF will address them ( if triggered).
- The framework ( both for social as well as the Tribal) should be developed around the project interventions.
- Please provide a consultation strategy with guidelines for the SMF and the Tribal framework. Section 2.3 mentions Consultation with stakeholders, but the table reflects the number of tribal students in the different classes and the remaining section only refers to tribals.
- *Section 3.1 Basic principles:* Please note that OP 4.10 cannot be selectively applied only where there are a large number of tribal students in a school.
- The section on *benefits to girls* mentions the strategy of ADB. It would be useful to also reference the World Bank strategy.
- A grievance redressal mechanism should be included
- Please lay out the disclosure procedures to be followed for the SMF and all other plans.
- It would be useful to attach the ToRs of the study along with the SMF to enable the reviewer to understand what is expected from the consultant.

**The Report may be disclosed locally along with the comments and then re-disclosed locally with translation and in the info shop after incorporation of all comments.**

Please contact us if you require clarification.

Regards

Zia

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Zia Aljalaly  
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