

GOVERNMENT OF THE PEOPLE’S REPUBLIC OF BANGLADESH

Ministry of Local Government, Rural Development and Cooperatives

Local Government Division

Local Government Engineering Department



Fourth Primary Education Development Program (PEDP)

Revised Social Safeguard Management Report

July, 18 – December, 19

TABLE OF CONTENTS

SL. No.	Abbreviations and Acronyms	Page no.
1.0	Introduction	5
1.1	Background	5
2	The Social Management Framework(SMF)	5
2.1	SMF Objectives	6
2.2	Social Safeguard Risks and Impacts	6
2.2.1	Involuntary Resettlement	6
2.2.2	Small Ethnic Communities/ Indigenous People	7
2.3	Others Social Issues	7
2.3.1	Mainstreaming Gender and inclusive education	7
2.3.2	Communication and social mobilization	8
2.3.3	Back to education: An Intervention for out of schoolchildren (OOSC)	8
2.3.4	Children with Special Education Need (SEN)	8
2.3.5	Education in Emergencies and Disaster Risk Reduction in Education (EiE and DRR)	8
3	Small Ethnic Communities (SEC)	8
3.1	Screening and Mitigation Guideline	8
4.0	Framework for small Ethnic Communities Plan	9
4.1	Background	9
4.2	Objectives of small ethnic community plan	10
4.3	Small ethnic community plan	11
5.0	The sub-project	11
5.1	The sub-project description	12
5.2	Scope of Social Safeguard Management Report	12
6.0	Social Safeguard Screening of Sub-project	12
6.1	Methodology for assessing social impacts	13
6.2	Sub-project Screened	14
6.3	Assessment Social Risks and Impacts	18
7.0	Safeguard Measures considered by PEDP4 (Jan- June 2019)	18
7.1	Hill friendly school design	18
7.2	Grievance Redress Mechanism	15
7.3	Indigenous Peoples Safeguard	20
7.4	Gender inclusive development	22
8.0	Conclusion	22

Appendices

Annex A : Social Safeguard Screening Format

Annex B : Guidelines for filling Social and Environmental Screening Format

List of Figures and Table	
Fig. 1	Map showing the geographical distribution of school sub-projects
Fig. 2	Pie chart showing % of class rooms extended vertically and horizontally
Fig.3	Pie chart showing % of schools sub-projects area wise
Fig. 4	Pie chart showing % of other institutional sub-projects extended vertically and horizontally
Fig. 5	Bar Chart of Schools on Basis of Community Population
Table-1:	List of other institutional sub-projects under implementation Table 2: Cumulative status of Sub-project
Table-2:	Cumulative status of Sub-project
Table-3:	Status of Social Safeguard Screening of Schools

Abbreviations and Acronyms

ADB	Asian Development Bank
CHT	Chittagong Hill Tracts
DPEO	District Primary Education Officer
DP	Development Partner
DPE	Directorate of Primary Education
EFA	Education for all
GOB	Government of Bangladesh
GPS	Government Primary School
IDA	International Development Agency
IP	Indigenous People
IR	Involuntary Resettlement
LGED	Local Government Engineering Department
MIS	Management Information System
MOPME	Ministry of Primary and Mass Education
PEDP 3	Third Primary Education Development Program
SEC	Small Ethnic Community
SECP	Small Ethnic Communities Plan
SPS	Safeguard Policy Statement
SR	Safeguard Requirement
SMF	Social Management Framework
WB	World Bank
EU	e European Union Japan International Cooperation Agency
JICA	J Japan International Cooperation Agency
UNICEF	U United Nation International Children Emergency Fund

1. Introduction

1.1 Background

Fourth Primary Education Development Program (PEDP4), a sub-sector wide program of the entire primary education has been started its activities since July, 2018 for five years. PEDP4 is basically a program of fourth in a row, and as a follow up of PEDP-3. The Fourth Primary Education Development Program (PEDP4) is supported by the Government of Bangladesh and five Development Partners (DPs) such as ADB, WB, JICA, EU & UNICEF. Overall objective of the PEDP4 is to provide quality primary education for all children of the country from pre-primary up to grade 5 through an efficient, inclusive and equitable education system.

The Ministry of Primary and Mass Education (MOPME) is responsible for executing the program and the Directorate of Primary Education (DPE) is the implementing agency. The Local Government Engineering Department (LGED) and the Department of Public Health Engineering (DPHE) is the partner implementing agency for need-based infrastructure development and major maintenance. The PEDP4 emphasizes appropriate infrastructure development to ensure child friendly environment and its effective utilisation to achieve the quality education.

2. The Social Management Framework (SMF)

The Social Management Framework (SMF) has been adopted to address any anticipated social safeguard issues related to land use and impacts that may arise during implementation of the project. The purpose of SMF is to identify ahead the social development concerns that the project could address within its scope of works. This SMF is intended to provide general policies, guidelines, and procedures for integration of required mitigation measures of possible safeguard impacts into the selection, design and implementation of any program development interventions.

Because of its interventions in areas inhabited by the Small Ethnic Communities (SECs), especially the Chittagong Hill Tracts (CHT), PEDP4 applied the ADB's Safeguard Policy Statement 3 (SPS) and World Bank's Operational Policy on Indigenous Peoples (IP) (OP 4.10). These policies will also apply to PEDP 4 for the schools in these areas. On the other hand PEDP 3 has not triggered ADB's SPS 2 or WB's OP 4.12 on Involuntary Resettlement (IR), as all repair works and additional classrooms have been constructed on existing school premises. PEDP 3 however did not require any land (acquired or contributed). It is expected that local communities will continue to actively participate in PEDP4. Nevertheless, DPE has decided that IR should also be taken into account in PEDP4.

The SMF, address the physical activities (hereinafter “subproject” is also used to mean a school that may involve any type of civil works) under PEDP 4 that may give rise to social safeguard issues and impacts, safeguard screening requirements, grievance redress procedure, implementation arrangement, etc., which will be used for both SPS 2 and 3 of ADB and OP 4.10, OP 4.12 of WB. In addition of that the SMF provides the general guidelines and procedure for SECs Plan, and those for identifying and addressing the involuntary resettlement issues and impacts.

2.1 SMF Objectives

The overall objectives of SMF are as follows to:

- (i) Enhance social outcomes of the activities implemented under the sub-projects;
- (ii) Identify and mitigates adverse impacts that the individual sub-projects might cause on people, which also include protection against loss of livelihood activities;
- (iii) Ensure compliance with the social safeguards policies of ADB, WB and other development partners on SECs and involuntary resettlement.

2.2. Social Safeguard Risks and Impacts

Social impacts and risks including land acquisition, resettlement and other social impacts are generally identified during the initial social screening of sub-project. Once social impacts are noted, then mitigation measures will be implemented. The social issues likely to be encountered during implementation of PEDP4 sub-project are as follows:

2.2.1 Involuntary Resettlement:

It is noted that Involuntary Resettlement (IR) issue did not trigger for PEDP3, as all new civil works had been undertaken within the school premises, so far, and did not cause any displacement or adverse impact on livelihoods. Similarly, it is likely that there will be no involuntary resettlement under the program (PEDP4) since infrastructure construction (civil works) will be of small-scale and within school premises. In a few exceptional cases, additional land may be required to extend school facilities beyond existing premises. In such cases, first priority will be given to use available government land, and in case of unavailability of government land, a negotiated settlement (voluntary donation of land or willing seller and willing buyer approach) will be adopted to manage the required land. The MoPME/DPE has confirmed that any school requiring involuntary land acquisition will be excluded from the program scope. As land management is confined to negotiated settlement, negotiated land acquisition must be aided by SPS (2009) guidance.

2.2.2 Small Ethnic Communities /Indigenous People

The program may trigger Indigenous peoples (IPs/SECs) safeguard requirements according to ADB's SPS (2009). However, the program is likely to have limited social impacts and risks by virtue of the limited construction of infrastructures within existing school premises. The project category is B for SEC/IP as positive impacts are expected on the SEC or IPs due to affirmative actions of the program.

In addition to the infrastructures other incentive schemes are there such as scholarships, free textbooks, and residential facilities in remote locations to increase the participation of students from IP communities and other disadvantaged communities. Special arrangement is taken to appoint teachers from SEC/IP group in these areas. Separate IP/SEC plan is not prepared as the program is embedded with measures to ensure SEC/IP participation through bottom up planning.

2.3 Others Social Issues

2.3.1 Mainstreaming Gender and Inclusive Education:

Gender and Inclusive Education Action Plan for PEDP4 assured mainstreaming gender through inclusive education and adding other parameters in this sector. These include developing gender sensitive curriculum in primary level and make it available for all, appointment of quality teacher with special quota for females, enhancement of their quality irrespective of sex and facilitate all the teachers with equal treatment. Finally develop gender friendly infrastructure.

2.3.2 Communications and Social Mobilization:

Communication and social mobilization efforts can play an important role in the effort to improve the quality and inclusiveness of education and to ensure that no child is left behind. This sub-component includes study; workshop & seminar development of materials, printing and broadcasting; national events including Bangabandhu and Bangamata gold-cup football tournament, inter school sports, inter PTI cultural competition, etc.

2.3.3 Back to Education: An Intervention for Out Of School Children (OOSC):

In the later stage of PEDP3 this program is been initiated and encompassed in PEDP4 with an objective of enrolling all the children in the school, including who are left behind are in school on time and continuing their education in an equitable and inclusive setting that provide relevant and quality education. It is expected that by 2022, the number of out of school children (8-14 years) in Bangladesh will be reduced by 50% from the baseline value. As a result one million OOSC will return to/enroll in formal school/education, complete the primary cycle and achieve minimum learning outcomes according to the national curriculum and assessment system. The target children are those who are in early aged but never enrolled, dropped out from lower grade and higher aged dropped out from higher grade.

2.3.4 Children with Special Education Needs (SEN):

This sub-result area aims to identify children with special education needs and enable them to have primary education in mainstream primary schools PEDP4. In order to create a more conducive and supportive school environment for children with SEN in mainstream schools, the modalities will cover, among other things, the early identification of special needs, specialized pedagogical techniques, creating an inclusive environment at school and in the classroom, and liaison with parents and specialized services. The program will also strengthen linkages between schools and specialized services for SEN.

2.3.5 Education in Emergencies and Disaster Risk Reduction in Education (EiE and DRR):

Under PEDP4 focus is given on Disaster Risk Reduction (DRR) and Education in Emergencies (EiE). The Bangladesh primary education system is one of the largest education systems in the world. It is expected that through this sub-component of PEDP4 this large number of student will get formal knowledge to of disaster risk reduction and disaster management. In the long run country will have skilled manpower in the disaster management in disaster prone country.

Beside this, in the vulnerable locations (Cyclone, flood, riverbank erosion, landslide etc.) school infrastructures will be prepared considering the regional natural/ climatic hazards, introducing innovative climate resilient infrastructures.

3. Small Ethnic Communities (SEC)

The program has been actively working in areas where SECs live including the Chittagong Hill Tracts (CHT) where they are largely prevalent. OP 4.10/SR3 is therefore triggered for the Program. There is a dedicated database for the program with disaggregated data for SECs and gender. Although DPE carries out regular consultation with local people and designs school related civil works in a participatory manner, sub-project level SEC Plans may require to be developed in terms of documentation and reporting, based on the level of impact on Indigenous Peoples (IPs). Awareness raising and community level consultations with SECs are carried out for implementation the sub- project in participatory manner.

3.1. Screening & Mitigation Guidelines

To the extent feasible, DPE (i) avoided subprojects that will require private land acquisition; (ii) carry out the extension/renovation works in the lands already owned by schools; (iii) use their own or other public lands for building new schools. Where adverse impacts could not be avoided completely, DPE screened all the subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A) and, if required, prepared and implemented impact mitigation plans as per the guidelines provided in this SMF.

Where screening results indicated potentials of adverse impacts, MoPME/DPE's action on a school was consistent with the following sets of guidelines.

- a) Framework for SECs Plan. Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on IPs, and a consultation framework for adoption of mitigation and development measures; and
- b) Guidelines for Land Use & Impact Mitigation. Consistent with the Bangladesh Land Acquisition Ordinance, 1982, WB OP 4.12, and SR2, it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; mitigation measures and standards; mitigation plan requirements and preparation process; implementation and monitoring arrangements for mitigation plans.

4. Framework for Small Ethnic Communities Plan

4.1 Background

Bangladesh is rich in cultural diversity due to presence of different Small Ethnic Communities who are also known and addressed as the Adivasis/ Tribal. They are diverse in their culture, language, religion, traditions and patterns of social, economic and cultural life. In the recent National Poverty Reduction Strategy Paper adopted by the Government of Bangladesh, the term "adivasi/ethnic minorities" was used. Tribal peoples, both from the CHT and the plains, increasingly refer to themselves as Small Ethnic Communities in English, and as adivasis in Bangla.

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/small ethnic communities of Bangladesh. In the census of 2011, Bangladesh government identifies 29 SECs of population 1,586,141. Different reports provide different numbers of tribal/ethnic minority population and it is estimated to be around 2-3 million. For the purposes of this document they have been referred to as Small Ethnic Communities (SEC).

SECs comprise about less than 1% (3 million) 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 socio-economic indicators. These communities largely speak Tibeto-Burman languages.

The indigenous peoples everywhere are generally poorer than the mainstream peoples. Most indigenous peoples in CHT live in settlements in remote hills and valleys that are very difficult to access, they still use lands for living and livelihood under the traditional/customary tenure not recognized in the country's land administration system. The areas they inhabit, especially in CHT, are generally characterized by poor basic infrastructures like roads, schools, water supply and sanitation, health care facilities and markets.

Applicability of OP 4.10 and ADB's Safeguard Requirement 3 (SR3) in the plains districts and CHT will in general depend on (i) the presence and prevalence of SECs in the close vicinities of the schools that are undertaken for expansion/improvements as well as location and sites of the new schools; and (ii) whether or not the required physical works would affect them in manners to threaten their cultural way of life and restrict access to their livelihood activities. Given their scope for individual schools and availability of khasland in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten SECs in any significant manner. Yet, in view of the uncertainty DPE has decided to formally adopt this framework outlining principles, policies, guidelines and procedure to identify the impact issues and potential risks and, if required, formulate and execute Small Ethnic Communities Plan. This will apply whenever physical works for existing and new schools in CHT or plains districts are found to cause adverse impacts on indigenous peoples.

4.2 Objectives of Small Ethnic Communities Plan

The objective of ADB and World Bank's SEC Safeguards policies 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.

Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities in general, and the physical works in particular, do not adversely affect Small Ethnic Communities, and that they receive culturally compatible social and economic benefits. This will require DPE to carefully select and screen all schools and their locations and sites, that are to be expanded or built anew, and determine presence of Small Ethnic Communities in the school localities and ensure their participation in the civil works selection and implementation processes. Depending on prevalence of Small Ethnic Communities- and their needs and concerns – this will be assessed through consultations.

4.3 Small Ethnic Communities Plan

Selection of expansion works and other improvements and location of new schools will largely indicate whether or not, or in the manner, indigenous peoples would be benefitted or adversely affected. Wherever affected adversely, in the plains or CHT, DPE will prepare and implement Small Ethnic Communities Plans (SECPs) in accord with the principles, guidelines and procedure outlined below. To avoid or minimize adverse impacts and, at the same time, ensure culturally appropriate benefits, DPE will select, design and implement the physical works in adherence to the following principles:

- a. Fully include indigenous peoples communities in general and their organizations in the process leading to identification, planning and implementation of expansion/improvements works and locations and sites of new schools and dormitories for children and teachers;
- b. Carefully screen, together with indigenous peoples, the required physical works on existing schools and locations and sites of new ones for a preliminary understanding of the nature and magnitude of potential impacts, and explore alternatives to avoid or minimize any adverse impacts;
- c. Where alternatives are infeasible and adverse impacts are unavoidable, immediately make an assessment of the key impact issues jointly with indigenous peoples and others knowledgeable of indigenous people cultures and concerns;
- d. Undertake the tasks necessary to prepare IPPs with the most appropriate measures to mitigate the adverse impacts and, if opportunities are there, development measures for the general SECs; and
- e. Not undertake civil works where the SECs remain unconvinced about the benefits to offer broad support for the project

5.0. The Sub-projects:

5.1. Sub-project description:

In PEDP4, Need-based Infrastructure development has been incorporated as Program component named Access and Participation to improve the quality of physical learning and working environment through the construction of additional classrooms, teacher room, head teacher room and other infrastructures. The major interventions of PEDP4 are construction of 40000 additional rooms for class & teachers and 10500 rooms for head teachers. Beside this, 8 Divisional Deputy Director(DD) office, 64 District Primary Education Office(DPEO), 365 Upazila Education Office (UEO)/ Thana Education Office(TEO), 285 Upazila Resource Centre (URC), 67 Primary Training Institute (PTI) and Dormitory building of National Academy for Primary Education(NAPE) are also planned for construction/expansion under PEDP4.

Need based additional class rooms to be constructed to reduce overcrowding in a class. These are basically of two types, vertical extension and horizontal extension but in few cases there is combination of both. The architectural plan of the vertical extension is determined considering the existing plan of a building following PEDP4 Planning Guideline. In such case, capacity assessment of the foundation of the existing building is assessed to find out the feasibility of a vertical extension. In case of horizontal extension, the placement of the new infrastructure is very important to maintain a good school environment considering land scarcity in a densely populated country like Bangladesh. It is noted that the schools are not only buildings but these are associated in many items such as a playground including playing devices which offer better learning opportunities. So it is highly recommended that the possibility of vertical extension should be explored at first so that land can be made available for playground. Only if that seems to be unfeasible, a horizontal extension can be considered.

As DPHE is constructing the WASH blocks in the same school campus in many schools, coordination among the two agencies is extremely important. LGED is constructing school cum cyclone shelters in the cyclone prone areas and school cum flood shelters in the flood prone areas. In such cases, the ground floor of the school is kept open and the class rooms are being built at the 1st floor. The ground floors of such buildings are used for various community activities during the normal time. However, the adequate number of toilet and source of drinking water should be carefully designed so that these can meet the demand during the peak use. As most of such schools are located in the saline prone areas where drinking water is already a problem, use of rainwater harvesting should be considered in many such schools.

In addition, a number of additional classroom of schools are also planned to construct in the Chittagong Hill Tracts region where special designs are being prepared considering the norms and culture of the local people, difficulties in carrying construction materials in some of the high and remoter locations and availability of suitable locally available construction materials.

5.2. Scope of Social Safeguard Management Report (SSMR):

In PEDP4, forty thousand additional rooms and ten thousand five hundred head teacher rooms including others institutional infrastructures to be constructed under need based infrastructure sub- component.

It can be noted that LGED received a list of schools for construction of additional rooms in September 2019 from MoPME. After having the above mentioned list, LGED has taken a total 769 sub-projects for construction and expansion of additional rooms and other institutional infrastructures such as PTI, DD and DPEO office respectively. This Environmental Management Report has been prepared based on 769 sub-projects consisting 761 schools and 8 no's other institutional infrastructures.

6.0 Social Safeguard Screening of Sub-projects:

6.1. Methodology for assessing Social impacts:

The following methodology has been carried out for assessing the social impacts of the sub-projects. The District & Upazila Offices of LGED were responsible for reviewing existing facilities to fill-up the Social screening format and preparation of social management plan (SMP) and its implementation. In particular, the Upazila Assistant Engineer/ Sub-Assistant Engineer carried out the social screening process or preparation sub-project specific SMP. The District Executive Engineer/Upazila Engineer reviewed the screening report and SMP through field visit. Additionally, District Executive Engineer/Upazila Engineer will also be responsible for supervision and monitoring of social compliance / mitigation activities at district/upazila level during construction phase.

In addition, engineers /officers posted at regional and divisional offices will monitor the social mitigation or enhancement measures during construction phase. Furthermore, engineers /officers of HQ PEIMU of PEDP4 will also monitor and supervise the social mitigation measures at field level. PEIMU already organized orientation courses at twenty regions of LGED for field level engineers and officers of LGED and DPE respectively on social safeguard issues of PEDP4.

Moreover, Environmental Specialist working at PEIMU is providing assistance in the field of capacity enhancement processes and also providing support in implementing the environmental and social safeguard frameworks of PEDP4.

6.2. Sub-projects screened:

Social screening has been carried out to identify the existing social risks of 769 sub-projects. It is noted that the normally social issues and risks related with implementation of the sub-projects are land acquisition; resettlement and other social impacts are generally identified during the initial social screening of sub-project. Once social impacts are noted, then mitigation measures will be implemented.

During the reporting period, LGED screened 769 sub-projects for construction and expansion of additional rooms and other institutional infrastructures respectively. The sub-projects include 761 schools and 8 no's other institutional infrastructures such as PTI, DD and DPEO office.

A. School Sub-projects:

It can be noted that 761 schools had been screened for construction of additional class rooms in different upazilas of Bangladesh. The district wise geographical distribution of schools undertaken for construction is presented below in Fig.1.

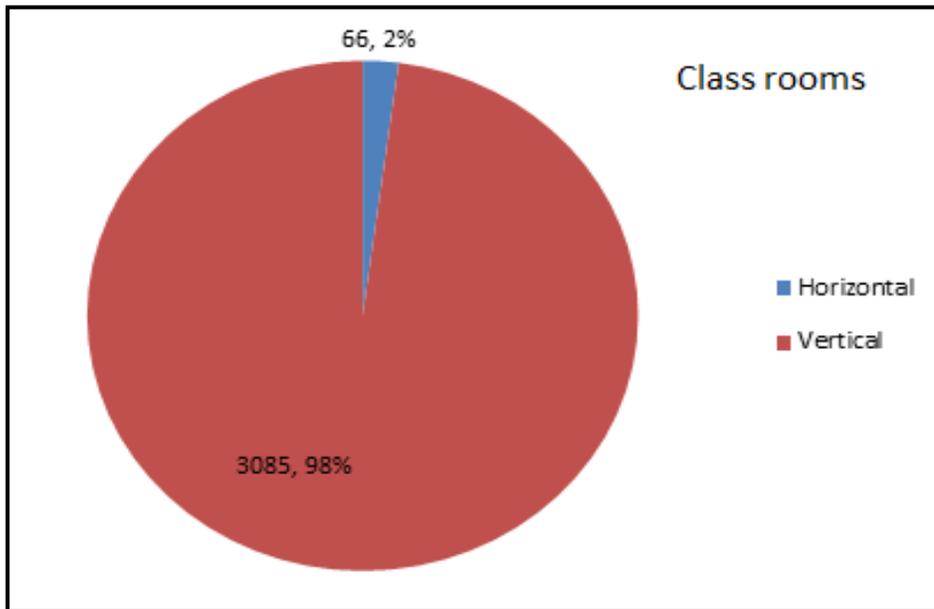
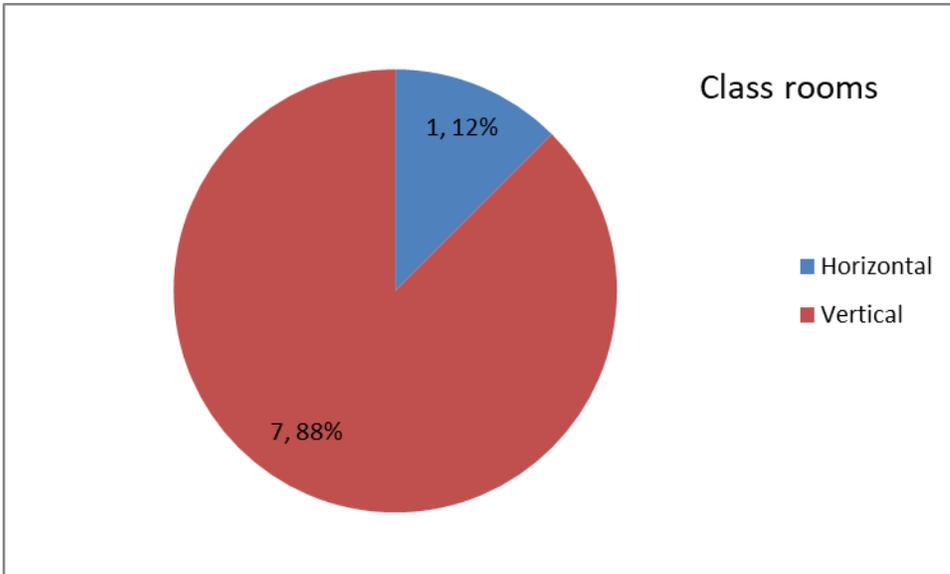


Fig.2, Pie chart showing % of school class rooms to be built vertically and horizontally

It is seen from the Fig.2, out of 3151 class rooms, 743 schools consisting 3085 class rooms (98%) will be extended vertically and remain 18 schools consisting 66 class rooms (02%) will be constructed horizontally.

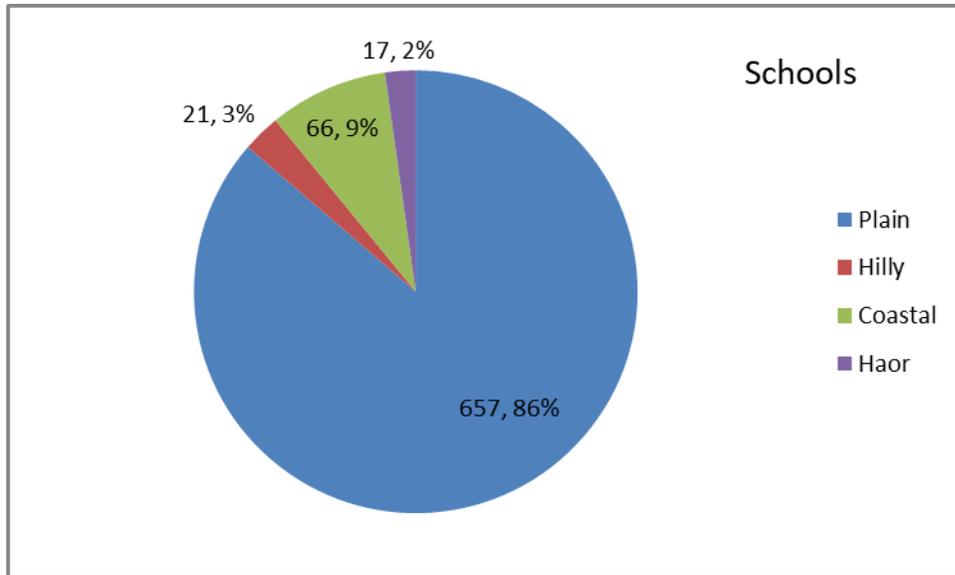


Fig.3, Pie chart showing % of school located in plain, haor, hill and coastal area

Similarly, it is seen from Fig.3, out of 761 schools screened for construction 657 schools (86%) are located in plain land, 66 schools (09%) are in coastal area, 17 schools (02%) situated in haor area and remaining 21 schools (03%) are in hilly area.

B. Other institutional Sub-projects:

It can be seen from Fig.4 that out of the eight sub- projects, seven sub-projects (87.5%) to be extended vertically and remaining one (12.5%) will be constructed horizontally.

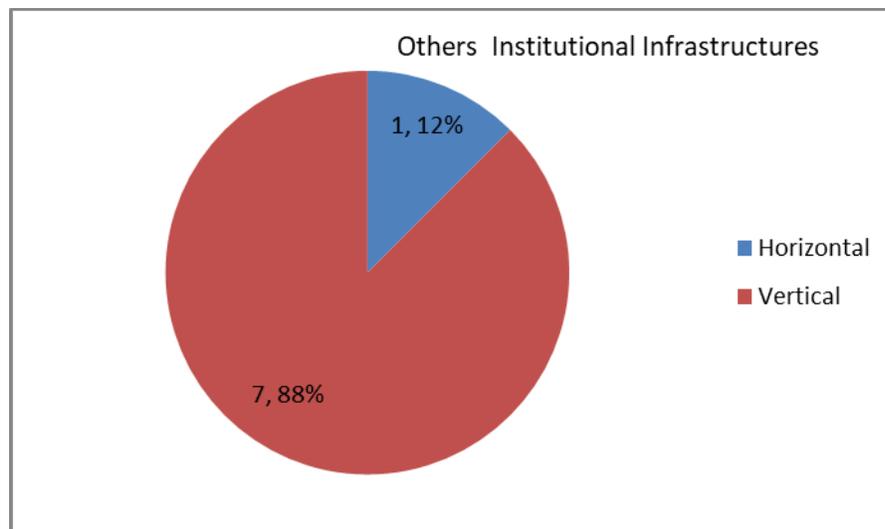


Fig.4 Pie chart showing % of sub-project to be built vertically and horizontally

Table 1: List of other institutional sub-projects under implementation

SI No	Name of sub-project	Remarks
1	Construction of 3 stored Auditorium Complex at Rangpur PTI (4 stored foundation)	
2	Construction of Multipurpose Auditorium at Sylhet PTI (1 st and 2 nd floor)	
3	Expansion work of multipurpose Auditorium at Rajshahi PTI	
4	Construction of 3 stored female Hostel building (6 stored foundation) at Pabna PTI	
5	Expansion of Male Hostel (2 nd floor and roof top) 3 stored building with 6 stored foundation at Cox's Bazar PTI complex	
6	Expansion of Male Hostel (2 nd floor and roof top) 3 stored building with 6 stored foundation at Dinajpur PTI complex	
7	Construction of Deputy Director office Khulna 3 stored building with 6 stored foundation	
8	Vertical expansion of DPO Office (2 stored to 3 stored) at Kushtia	

6.3. Assessment Social Safeguard Risks and Impacts:

The social safeguard screenings of 769 sub-projects had been conducted through social safeguard screening format. Out of 769 sub-projects, the number of school is 761 and remaining 8 are other institutional infrastructures.

Social Safeguard Screening of Sub-projects**Table 2: Cumulative status of Sub-project**

Sl.No.	Type of Sub-project	No. of Sub-project	Land Status	Work Status
1	School	761	School land	Construction yet not started
2	DD Office	01	DPE Land	Do
3	DPE Office	01	DPE Land	Do
4	PTI	06	DPE Land	Do
		769		

The social safeguard screenings of total 769 sub-projects, out of which the number of school is 761 and remaining 8 are other institutional infrastructures. After careful scrutiny

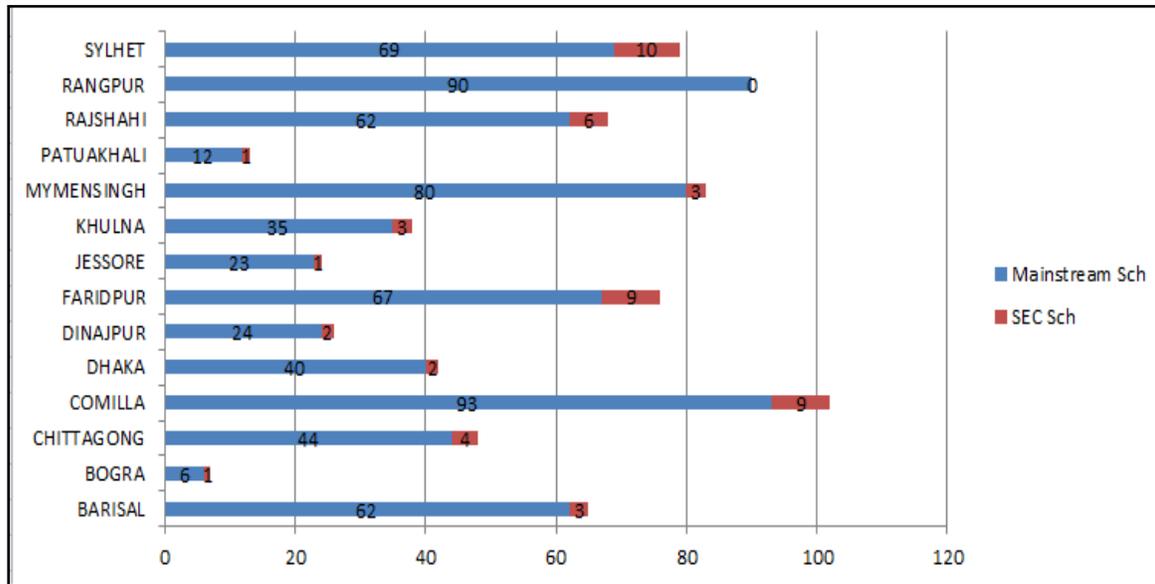
the screening reports (Table 2), it was observed that all the 769 sub-projects are within the existing campus and no case of land acquisition were required for construction of sub-projects. Therefore, there was no case of resettlement or migration of people was also reported. Finally, it can be concluded that the Involuntary Resettlement (IR) is not an issue of concerned in PEDP4.

Similarly, the district wise geographical distribution of 761 schools undertaken for construction is presented above in Fig.1. After compilation of screening report, it was observed that approximately 54 schools are located in Small Ethnic Community areas. The region wise status of school on the basis of SEC is given below in [Table 3](#).

Table:3 Status of Social Safeguard Screening of Schools

Region	Total Schools	Distribution of School on the basis of SEC	
		All of Majority Mainstream Population	Majority Small Ethnic Community Population
BARISAL	65	62	3
BOGRA	7	6	1
CHITTAGONG	48	44	4
COMILLA	102	93	9
DHAKA	42	40	2
DINAJPUR	26	24	2
FARIDPUR	76	67	9
JESSORE	24	23	1
KHULNA	38	35	3
MYMENSINGH	83	80	3
PATUAKHALI	13	12	1
RAJSHAHI	68	62	6
RANGPUR	90	90	0
SYLHET	79	69	10
Total	761	707	54

A bar chart of schools on the basis of community population in school catchment is shown in Fig.5



No. of School

Figure 5: Bar Chart of Schools on Basis of Community Population

In PEDP4 a provision has been taken to develop a school master plan. In preparing the school master plan, MoPME has been approved and issued an Infrastructure Plan and Planning Guideline. Currently, in PEDP4 master plan for every school taken for development is being prepared following the guideline. The preparation of master plan at school level is being done through a consultative process involving the local community participation and discussion. It can be noted the master plan for school is being prepared by a committee consisting of UNO, UEO, AUEO, UE, SMC, AE of DPHE and local community & elites.

In addition of that it can be noted that no major negative impacts on the environment due to civil construction under the program is envisaged. In the case of Chittagong Hill Tracts, given the remote and inaccessible locations of many areas where carrying costs of construction materials could be comparatively high, there the priority has been given on the use of locally available construction materials. Additionally, importance has been given for the preservation of surrounding ecosystems around the school building which means there should not be any hill cutting and destruction of ecosystem for civil works. Planting of exotic/alien invasive species (e.g. teak) of trees is avoided rather indigenous tree species will be planted to conserve the native biodiversity and maintain ecosystem. Special school types designed under PEDP-3 were developed for the areas incorporating the views of the local people's representatives in exchange meetings. The types of schools design were selected with their agreement.

In addition to the infrastructures, other incentive schemes such as scholarships, free textbooks, and residential facilities in remote locations to increase the participation of students from IP communities and other disadvantaged communities are in place. Special arrangement is taken to appoint teachers from SEC/IP group in those areas.

7. Safeguard measures considered by PEDP4:

PEDP4 considered the application of safeguard requirement in the plains districts and Chittagong Hill Tracts depending on (i) the presence and prevalence of SECs in close vicinities of the schools that are undertaken for expansion as well as location and sites of the new schools; and (ii) whether or not the required physical works would affect them in manners to threaten their cultural way of life and restrict access to their livelihood activities. Given their scope for individual schools and availability of khas land in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten SECs in any significant manner. Followings are the safeguard measures considered in PEDP4:

7.1 Hill friendly school design

Hill friendly school buildings will be designed for Chittagong Hill Tracts in PEDP4. LGED initially developed the design of three types of hill-friendly school buildings. In the design for remote areas priority was given to the use of locally available construction materials (e.g. Bamboo, wood and CI sheet) since carrying costs of construction materials could be comparatively high. For the preservation of the surrounding ecosystems around the school building there shall not be any hill cutting and destruction of ecosystem for civil works.

7.2 Grievance Redress Mechanism

DPE will establish a procedure to answer queries related to PEDP4 and schools undertaken for improvements and new construction; address complaints and grievances about any irregularities in application of the SMF guidelines for impact assessment and mitigation; and other personal/community concerns. Land-related complaints may range from disputes over ownership and inheritance of the acquired lands to affected non-land assets; donations under threats; etc. Based on consensus, the procedure will help to resolve issues/conflicts amicably and quickly saving the complainants resorting to expensive, time-consuming legal actions.

A Grievance Redress Committee (GRC) will be constituted by DPE at the Upazila level, with memberships to ensure impartial hearings and transparent decisions. Membership of GRCs in Chittagong Hill Tracts upazilas and others heavily populated by SECs will take into account any traditional conflict resolutions arrangements that are in practice.

7.3 Indigenous Peoples Safeguard

The IP safeguard policies of World Bank and ADB is to design and implement projects in a way that fosters full respect for Indigenous Peoples' identity, dignity, human rights livelihood systems, and cultural uniqueness as defined by the Indigenous Peoples 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.

Keeping consistency with the above safeguard requirements, the main objectives are to ensure that the program activities in general, and the physical works in particular, do not adversely affect Small Ethnic Communities, and that they receive culturally compatible social and economic benefits. This required DPE to carefully select and screen all schools and their locations and sites, that are to be expanded or built anew, and determine presence of Small Ethnic Communities in the school localities and ensured their participation in the civil works selection and implementation processes. Depending on

prevalence of Small Ethnic Communities and their needs and concerns which was assessed through consultations-DPE worked with the following guidelines:

- i. Planned and designed civil works for existing schools and selected location and sites of new schools to avoid or minimize, to the extent feasible, adverse impacts on indigenous peoples.
- ii. Where adverse impacts on indigenous people are unavoidable, adopted and implemented socially and culturally appropriate measures to mitigate them.
- iii. To the extent feasible, DPE will try to avoid subprojects that will require private land acquisition in IP locality;
- iv. Where adverse impacts could not be avoided completely, DPE screened all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A) and, if required, prepared and implemented impact mitigation plans as per the guidelines provided in the SMF.

7.4 Gender Inclusive Development

Women play an important role in any development activities. In the rural and poor area involvement of women in any income generating works eradicate poverty and reduce vulnerability. 30% women workers will be involve in all kinds of works related to construction of school and others infrastructural works under PEDP4.

8. Conclusion:

Though the PEDP4 started its activities from July 2018, no major physical works yet to be started during the reporting period except maintenance works. It is noted that the sub-projects under reporting are small and simple in nature and to be constructed within the existing premises without any land acquisition. Therefore no issue of resettlement has been arisen.

Considering the socio-cultural specificity and geographical distinctness in the Chittagong Hill Tracts, LGED has prepared a hill friendly school design which is cultural friendly and using materials which are easy to transport. Particular importance has been provided to preserve the surrounding ecosystems around the school building which means there should not be any hill cutting and destruction of ecosystem for civil works.

Finally, the area where SEC/IP area is dominant, community will be consulted properly to avoid possible social impacts (land ownership, Involuntary Resettlement, livelihood etc.) as well as mitigation, enhancement and better social management plan following the social safeguard framework of PEDP4.

Annexed: Filled in Social Screening Format

local government officials, civil society representatives and others who have interests in the school.]

A. GENERAL INFORMATION	
Name of School: Nesare Shekder Kande G.P.S	
<input type="checkbox"/> Existing School <input type="checkbox"/> New School	
Union: Bhandarekande	Ward Name & No.: 08
Upazila: Shebchan	District: Madaripura
Screening Date: 20-09-2019	
Names of Persons Participated in Screening:	
DPE Staff:	
Local Government Representatives:	
Community Members: Ishtiaq Sheikh, Abdul Basim Khalashi, Delowar Baber, Mukta Begum, Rima Akter.	
B. SOCIAL SAFEGUARD INFORMATION	
The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:	
<input type="checkbox"/> All mainstream or non-indigenous/tribal peoples	
<input type="checkbox"/> All indigenous/tribal peoples	
<input type="checkbox"/> Majority mainstream or non-indigenous/tribal peoples	
<input type="checkbox"/> Majority indigenous/tribal peoples	
Scope of Work: <input checked="" type="checkbox"/> Improvements on Existing School <input type="checkbox"/> Construction of New School	
Existing Schools:	
Toilets Number: 0	Total Land Area (decimal/square feet): 75
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):
Additional Class Room	Number: Total Land Area (dec/sft): 75 dec
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):

<i>Dormitory (CHT):</i>	Capacity (# of students):	Total land Area (decimals): 75
<i>Required Land is</i>	<input type="checkbox"/> School Property	<input type="checkbox"/> Khas <input type="checkbox"/> Under Customary Use
	<input type="checkbox"/> Under Lease to Indigenous Persons	<input type="checkbox"/> Under Lease to Non-Indigenous Persons
Other Civil Works, if any (Describe):		
<i>If Require Lands are Private, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of Landowners/users:
	<input type="checkbox"/> Residential Purposes	No. of household living on them:
	<input type="checkbox"/> Business Purposes	No. of persons using the lands:
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:
Name Purpose:		
<i>If Require Lands are Public, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of Landowners/users:
	<input type="checkbox"/> Residential Purposes	No. of household living on them:
	<input type="checkbox"/> Business Purposes	No. of persons using the lands:
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:
Name Purpose:		
<i>New Schools:</i>	<input type="checkbox"/> Without Cyclone Shelter & Dormitory	Total Land Area (decimals):
	<input type="checkbox"/> With Cyclone Shelter	Total Land Area (decimals):
	<input type="checkbox"/> With Dormitory	Total Land Area (decimals):
<i>Required Land Belongs to:</i>	<input type="checkbox"/> School <input type="checkbox"/> Private Owners	<input type="checkbox"/> Land Ministry (Khas)
	<input type="checkbox"/> Other Ministries (Name):	
	<input type="checkbox"/> Other Entities (Name):	
<i>If Require Lands are Private, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of Landowners/users:
	<input type="checkbox"/> Residential Purposes	No. of household living on them:
	<input type="checkbox"/> Commercial Purposes	No. of persons using the lands:
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:
Name Purpose:		
<i>If Require Lands are Public, they are Presently Used for</i>	<input type="checkbox"/> Agriculture	No. of persons using the lands:
	<input type="checkbox"/> Residential Purposes	No. of households using the lands:
	<input type="checkbox"/> Commercial Purposes	No. of persons using the lands:
	<input type="checkbox"/> Other Purposes	No. of persons using the lands:
Name Purpose:		
<i>If private lands are required they will be obtained through</i>		
<input checked="" type="checkbox"/> Voluntary Donation	Agreed by Landowners	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Direct Purchase	Agreed by Landowners	<input type="checkbox"/> Yes <input type="checkbox"/> No

Other means (Describe):

Remarks, if any, about land availability: **Need Not Required any land for Improvement (Vertical Ext.) or Horizontal Extension of the school.**

C. ADDITIONAL INFORMATION ON SMALL ETHNIC COMMUNITIES (SECs)
(IN ADDITION TO THE INFORMATION SOUGHT UNDER SECTION B)

Names of SEC members and organizations which participated in Social Screening:

The would-be affected SECs have the following forms of rights to the required lands: **N/A**

<input type="checkbox"/> Legal ownership	Number of SEC persons/households: N/A
<input type="checkbox"/> Customary Rights	Number of SEC persons/households: N/A
<input type="checkbox"/> Lease agreements with the Government	Number of SEC persons/households: N/A
<input type="checkbox"/> Others form of Right	Number of SEC persons/households: N/A

Describe Right:

The following are the three main economic activities of the would-be affected SEC households:

(a) **N/A**
(b) **N/A**
(c) **N/A**

The following are the social concerns expressed by SEC community and organizations: **N/A**

The SEC community and organizations perceive the social outcomes of the scheme:

Positive Negative Neither Positive nor Negative

In respect of the social impacts and concerns, is there a need to undertake an additional impact assessment study?

Yes No

Prepared by (Name and Designation):

.....
(A DPE staff should fill in this form)

Signature:


Md. Iqbal Hossain
Upazila Engineer
Shibchar, Madaripur,