

**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)**

**Social Safeguard Management Report-II**

**(January – June, 2020)**

## TABLE OF CONTENTS

SL. No.	Abbreviations and Acronyms	Page no.
	Executive Summary	5
1.0	Introduction	7
1.1	Background	7
2	The Social Management Framework(SMF)	7
2.1	SMF Objectives	8
2.2	Social Safeguard Risks and Impacts	8
2.2.1	Involuntary Resettlement	8
2.2.2	Small Ethnic Communities/ Indigenous People	9
2.3	Others Social Issues	9
2.3.1	Mainstreaming Gender and inclusive education	9
2.3.2	Communication and social mobilization	10
2.3.3	Back to education: An Intervention for out of schoolchildren (OOSC)	10
2.3.4	Children with Special Education Need (SEN)	10
2.3.5	Education in Emergencies and Disaster Risk Reduction in Education (EiE and DRR)	10
3	<b>Small Ethnic Communities (SEC)</b>	10
3.1	Screening and Mitigation Guideline	11
4.0	<b>Framework for small Ethnic Communities Plan</b>	11
4.1	Background	11
4.2	Objectives of small ethnic community plan	12
4.3	Small ethnic community plan	13
5.0	<b>The sub-project</b>	13
5.1	The sub-project description	14
5.2	Scope of Social Safeguard Management Report	14
6.0	<b>Social Safeguard Screening of Sub-project</b>	14
6.1	Methodology for assessing social impacts	16
6.2	Sub-project Screened	16
6.3	Assessment Social Risks and Impacts	24
7.0	<b>Safeguard Measures considered by PEDP4 (Jan- June 2019)</b>	25
7.1	Hill friendly school design	26
7.2	Grievance Redress Mechanism	26
7.3	Indigenous Peoples Safeguard	26
7.4	Gender inclusive development	27
8.0	<b>Conclusion</b>	27

# Appendices

Annex A : Social Safeguard Screening Format

Annex B : Guidelines for filling Social and Environmental Screening Format

<b><u>List of Figures and Table</u></b>	
Fig. 1	Pie chart showing school based on construction
Fig. 2	Pie chart showing school based on location
Fig.3	Bar chart showing % of schools sub-projects area wise
Fig. 4	Map showing the geographical distribution of school sub-project
Fig. 5	Bar Chart of Schools on Basis of Community Population
Table-1:	List of school sub-projects based on construction
Table-2:	List of school sub-projects based on location
Table-3:	Cumulative status of Sub-project
Table-4:	Status of Social Safeguard Screening of Schools

## Abbreviations and Acronyms

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

## Executive Summary:

The Fourth Primary Education Development Program (PEDP4), a sub-sector wide program of the entire primary education sector has started from July, 2018 for a period of five years. The Ministry of Primary and Mass Education (MOPME) is responsible for executing the program. The Directorate of Primary Education (DPE) acts as 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 works. The PEDP4 has initiated its activities to provide quality primary education which emphasize appropriate infrastructure development and maintenance to ensure child friendly environment and its effective utilisation to achieve the desired results.

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 Social Safeguard Management Report (SSMR) is to present the status of safeguard measures taken to mitigate the social impacts arisen due to construction of sub-projects under PEDP4.

### Cumulative status of Sub-projects screened

Sl. No.	Type of Sub-project	No. of Sub-project(Jan-June,2020)	Cumulative No. of Sub-project(July,2018-June,2020)	Land Status	Work Status
1	Additional rooms of School	1810	2571	School existing land	Tendering and early stage of construction.
2	Construction of DD Office	04	05	DPE existing land	Do
3	Expansion of DPE Office	16	17	Do	Do
4	Expansion of PTI	16	22	Do	Do
	Total	1846	2615		

The table presented above shows the cumulative status of sub-projects on social safeguard management of PEDP4. The table shows that LGED has taken a total 1846 sub-projects for construction and expansion of additional rooms of school and other institutional infrastructures such as PTI, DD and DPEO office respectively during the reporting period (January-June, 2020).

This SSMR has been prepared based on cumulative screened during (July, 18-June, 20) of 2615 sub-projects consisting 2571(98.3%) schools and 44(01.7%) other institutional infrastructures. It is noted that sub-projects mostly are at tendering stages and early stage of construction. Social screening has been conducted to identify the existing social risks related with land acquisition; resettlement and other social impacts. Once social impacts are noted, then mitigation measures to be implemented.

After careful scrutiny the screening results presented above, it can be observed that all the 2615 sub-projects are within the existing campus and no land acquisition were required for construction of sub-projects. Therefore, no case of resettlement or migration of people was also reported.

It is worth noting that no case of resettlement or migration of people was also reported, therefore, Involuntary Resettlement (IR) is not an issue of concerned in PEDP4. 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.

## **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 1<sup>st</sup> 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 has taken a total 1846 sub-projects for construction and expansion of additional rooms of school and other institutional infrastructures such as PTI, DD and DPEO office respectively during the reporting period. This Social Safeguard Management Report (SSMR-II) has been prepared based on 2615 sub-projects consisting 2571 schools and 44 other institutional infrastructures.

## **6.0 Social Safeguard Screening of Sub-projects:**

### **6.1. Methodology for assessing Social impacts:**

The following methodology has been followed 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 is also 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 are monitoring the social mitigation or enhancement measures during construction phase. Furthermore, engineers /officers of HQ PEIMU of PEDP4 are also responsible to 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, an 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:**

#### **Sub-projects screened:**

LGED screened 1846 sub-projects for construction and expansion of additional rooms and other institutional infrastructures respectively during the reporting period. The sub-projects include 1810 schools and 36 other institutional infrastructures such as PTI, DD and DPEO office etc.

### 6.2.1 School Sub-projects screened:

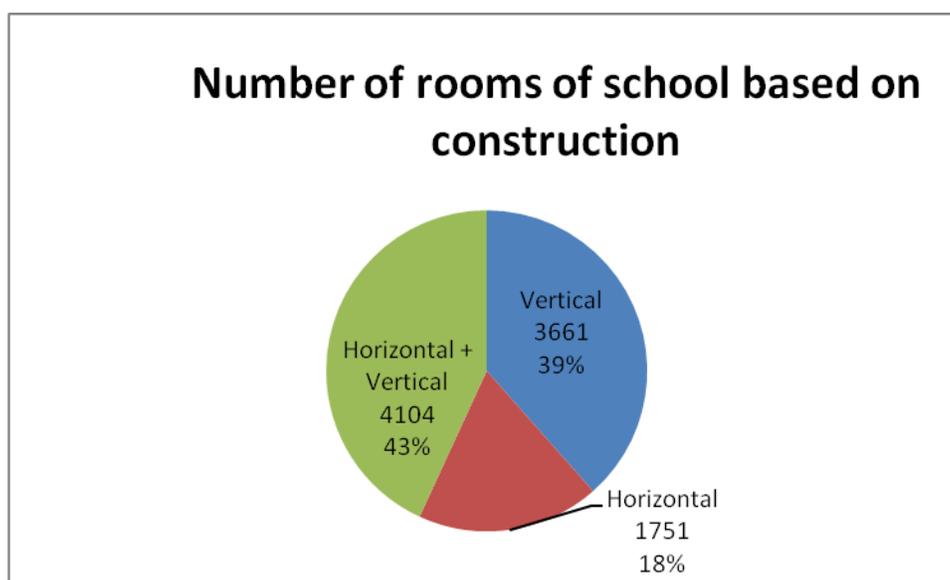
The table: 4; presented below shows that 1810 schools were screened for construction of 6365 numbers of additional rooms in different upazilas of Bangladesh during the reporting period (Jan-June, 2020). Similarly, the cumulative numbers of schools screened at the end of the reporting period (July, 18-June, 20) stand 2571 having 9516 rooms.

#### A) Type of School (Sub-projects) based on construction :

**Table-1, Type of School (Sub-projects) based on construction**

Sl.No.	School Type based on construction	No. of School(Jan-June,2020) No (Room)	Cumulative No. of School(July,2018-June,2020) No(Room)
1	Vertical	144(576)	887(3661)
2	Horizontal	542(1685)	560(1751)
3	Horizontal + Vertical	1124(4104)	1124(4104)
	Total	1810(6365)	2571(9516)

**Fig:1 ; Type of School (Sub-projects) based on construction**



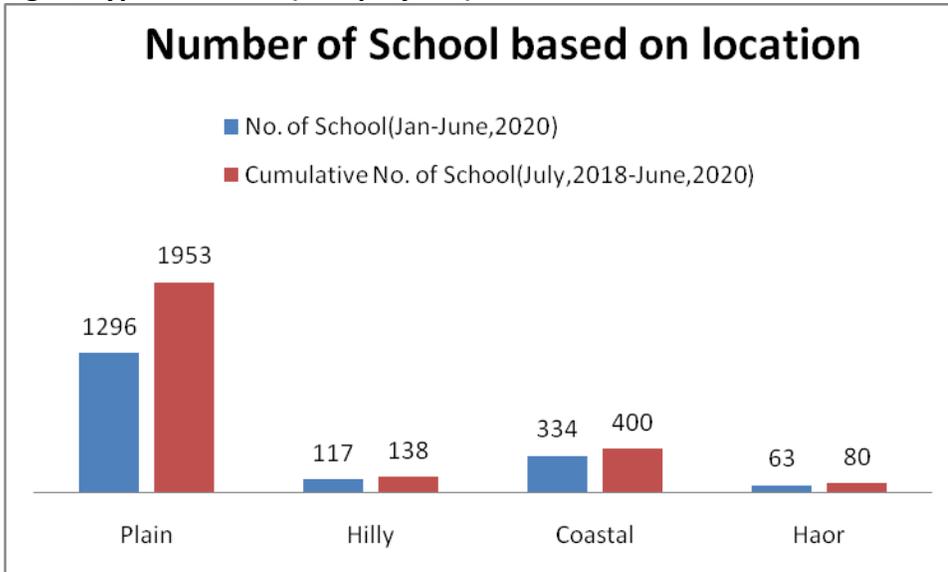
**B) Type of School (Sub-projects) based on location:**

Sl.No.	School Type based on location	No. of School(Jan-June,2020) No (Room)	Cumulative No. of School(July,2018-June,2020) No(Room)
1	Plain	1296	1953
2	Hilly	117	138
3	Coastal	334	400
4	Haor	63	80
		1810	2571

**Table-2, Type of School (Sub-projects) based on location**

The Fig:2; presented below shows that cumulative numbers of schools screened at the end of the reporting period (July,18-June,20) are 2571 consisting 1953 in plain , 138 in Hilly , 400 in Coastal and remain 80 in Haor area. Overall, the number of schools in plain area is 76% of total schools screened.

**Fig: 2; Type of School (Sub-projects) based on location:**



**C) Geographical distribution of School:**

The district wise geographical distribution of schools undertaken for construction of additional rooms presented in a map is given below in Fig-3



### 6.2.2. Cumulative status of Sub-projects:

The table presented below shows that a total of 2615 sub-projects were screened during the reporting period (July,18-June,20) which consist of 2571 schools, 22 PTI, 17 DPEO and 05 DD offices respectively. It is noted that sub-projects are at tendering and early stage of construction.

**Table 3: Cumulative physical status of Sub-projects**

Sl. No.	Type of Sub-project	No. of Sub-project(Jan-June,2020)	Cumulative No. of Sub-project(July,2018-June,2020)	Land Status	Work Status
1	Additional rooms of School	1810	2571	School owned land	Tendering and early stage of construction
2	Construction of DD Office	04	05	DPE existing land	Do
3	Expansion of DPE Office	16	17	Do	Do
4	Expansion of PTI	16	22	Do	Do
	Total	1846	2615		

Social screening has been carried out to identify the existing social risks of 2615 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 which have been identified during the initial social screening of sub-project. Once social impacts are noted, then mitigation measures will be implemented. Furthermore, 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.

### 6.3. Assessment Social Safeguard Risks and Impacts:

The table presented below shows that a total of 2615 sub-projects were screened during the reporting period (July,18-June,20) which consist of 2571 schools, 22 PTI, 17 DPEO and 05 DD offices respectively. It is noted that sub-projects are at tendering and early stage of construction.

**Table 3: Cumulative physical status of Sub-projects**

Sl. No.	Type of Sub-project	No. of Sub-project(Jan-June,2020)	Cumulative No. of Sub-project(July,2018-June,2020)	Land Status	Work Status
1	Additional rooms of School	1810	2571	School owned land	Tendering and early stage of construction
2	Construction of DD Office	04	05	DPE existing land	Do
3	Expansion of DPE Office	16	17	Do	Do
4	Expansion of PTI	16	22	Do	Do
	Total	1846	2615		

The table presented above shows 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. Finally, it can be concluded that the Involuntary Resettlement (IR) is not an issue of concerned in PEDP4.

#### 6.4: Social Safeguard for PEDP4 Ethnic Community distribution

**Table:4 Status of Social Safeguard Screening of Schools**

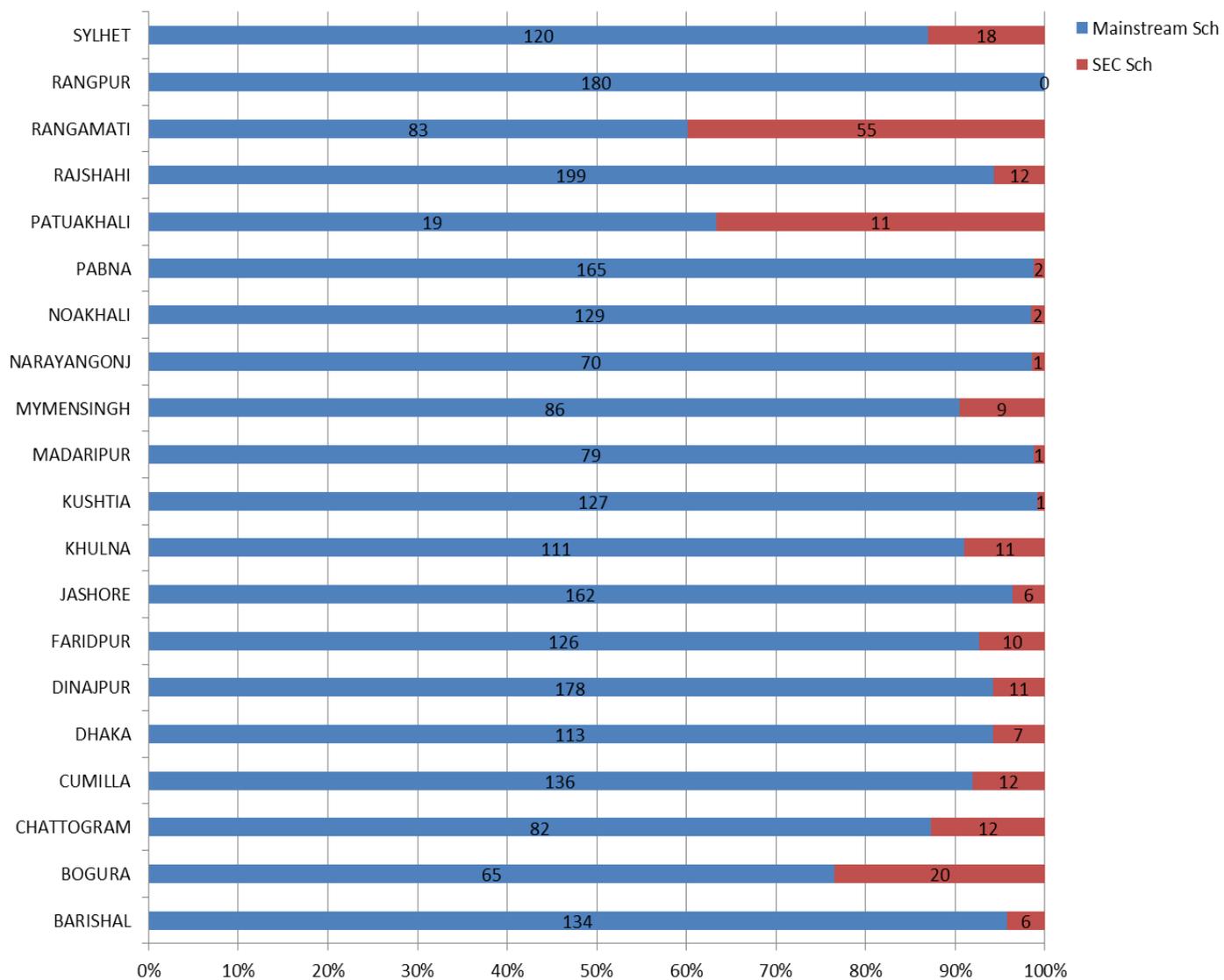
Region	Total Schools	Distribution of School on the basis of SEC	
		All of Majority Mainstream Population	Majority Small Ethnic Community Population
BARISHAL	140	134	6
BOGURA	85	65	20
CHATTOGRAM	94	82	12
CUMILLA	148	136	12
DHAKA	120	113	7
DINAJPUR	189	178	11
FARIDPUR	136	126	10
JASHORE	168	162	6
KHULNA	122	111	11
KUSHTIA	128	127	1
MADARIPUR	80	79	1
MYMENSINGH	95	86	9
NARAYANGONJ	71	70	1
NOAKHALI	131	129	2
PABNA	167	165	2
PATUAKHALI	30	19	11
RAJSHAHI	211	199	12
RANGAMATI	138	83	55
RANGPUR	180	180	0

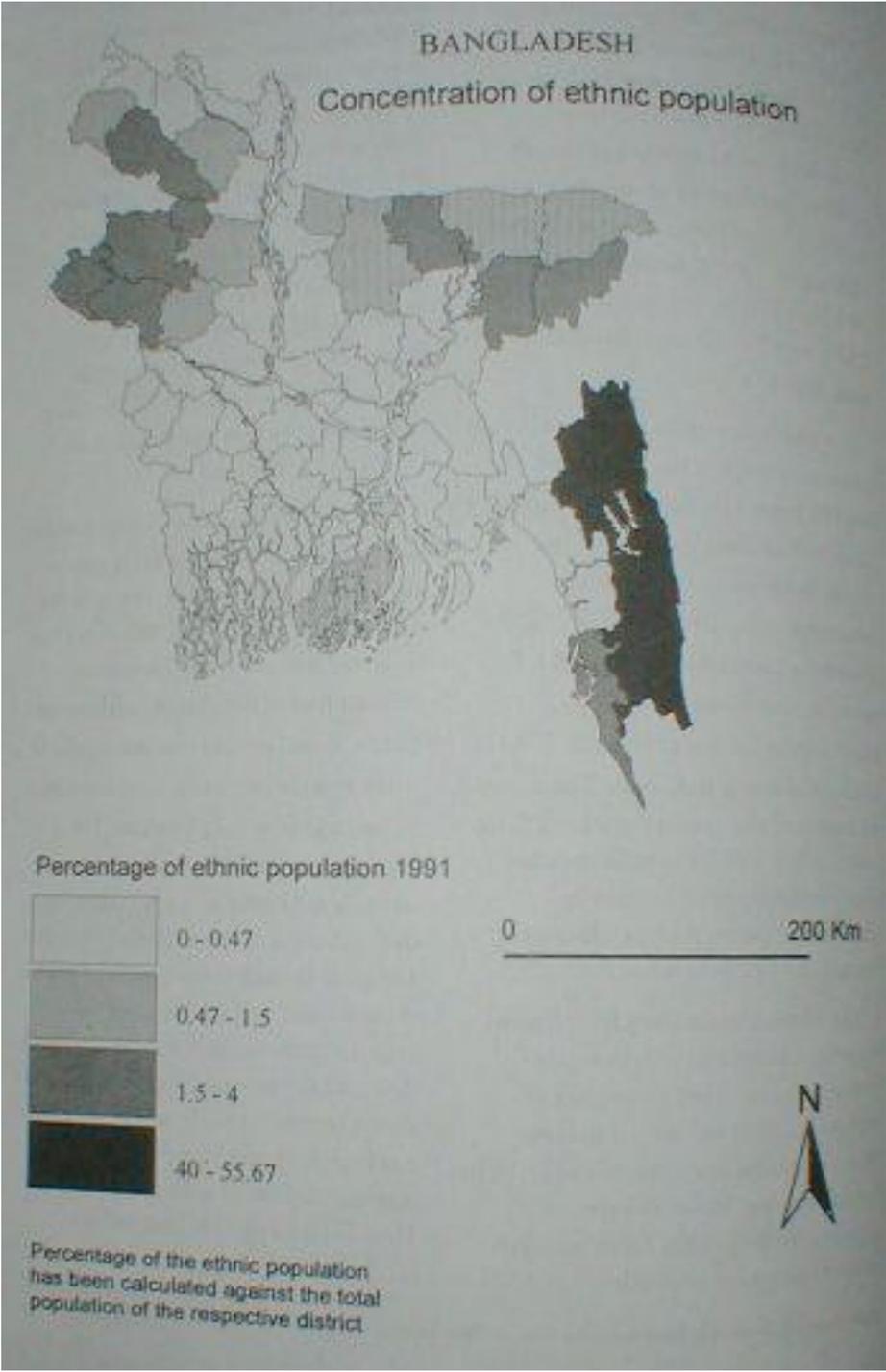
SYLHET	138	120	18
TOTAL	2571	2362	209

Similarly, the district wise geographical distribution of 2571 schools undertaken for construction is presented above in Fig.3. After compilation of screening report, it was observed that approximately 209 schools are located in Small Ethnic Community areas. The region wise status of school on the basis of SEC is given above in Table :4.

A bar chart of schools on the basis of community population in school catchment

is shown in fig-4  
**No. of School**





## **7. Safeguard measures considered under PEDP4:**

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 school's 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.

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 involving in all kinds of works related to construction of school and others infrastructural works under PEDP4.

#### **8. Conclusion:**

It is worth noting that most of 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.

Furthermore, 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.

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 has been taken to appoint teachers from SEC/IP group in those areas.

## 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: <b>Nesare Shekdele Kande G.P.S</b>	
<input type="checkbox"/> Existing School <input type="checkbox"/> New School	
Union: <b>Bhandarekande</b>	Ward Name & No.: <b>08</b>
Upazila: <b>Shebchan</b>	District: <b>Madaripur</b>
Screening Date: <b>20-09-2019</b>	
Names of Persons Participated in Screening:	
DPE Staff:	
Local Government Representatives:	
Community Members: <b>Jbleahem Shekde, Abdul Basheer Khalashi, Delouza Baber, Menta Begem, Rima Akter.</b>	
B. SOCIAL SAFEGUARD INFORMATION	
The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:	
<input checked="" type="checkbox"/> All main stream 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: <b>0</b> Total Land Area (decimal/square feet): <b>75</b>
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): <b>75 dec.</b>
Required Land Belongs to:	<input type="checkbox"/> School <input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):

<b>Dormitory (CHT):</b>	Capacity (# of students):	Total land Area (decimals): <b>75</b>
<b>Required Land is</b>	<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
<b>Other Civil Works, if any (Describe):</b>		
<b>If Require Lands are Private, they are Presently Used for</b>	<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:		
<b>If Require Lands are Public, they are Presently Used for</b>	<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:		
<b>New Schools:</b>	<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):
<b>Required Land Belongs to:</b>	<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):	
<b>If Require Lands are Private, they are Presently Used for</b>	<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:		
<b>If Require Lands are Public, they are Presently Used for</b>	<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:		
<b>If private lands are required they will be obtained through</b>		
<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: <b>N/A</b>
<input type="checkbox"/> Customary Rights	Number of SEC persons/households: <b>N/A</b>
<input type="checkbox"/> Lease agreements with the Government	Number of SEC persons/households: <b>N/A</b>
<input type="checkbox"/> Others form of Right	Number of SEC persons/households: <b>N/A</b>

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, .....