

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 (PEDP4)
Revised Semi- annual Social Safeguard Management Report-V
(July – December 2021)

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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	The World Bank
EU	European Union
JICA	Japan International Cooperation Agency
UNICEF	United Nation International Children Emergency Fund

Executive Summary:

Primary Education Development Program is aimed at supporting basic education to school age children of Bangladesh to set a strong foundation for their better future. As a follow up of Third Primary Education Development Program, the Fourth Primary Education Development Program (PEDP4), a sub-sector wide program of the entire primary education sector has been started its activities since July, 2018 for 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 agencies for need-based infrastructure development and major maintenance works. The PEDP4 has emphasized appropriate infrastructure development and maintenance to provide child friendly environment that would contribute towards achieving the quality education.

The Social Management Framework (SMF) has been adopted in PEDP4 to address any anticipated social safeguard issues related to land use, land acquisition and other impacts that may arise during implementation of the program. The purpose of Semi-annual Social Safeguard Management Report (SSSMR) is to present the status of safeguard measures taken to mitigate the social impacts that may arise due to construction of sub-projects under PEDP4.

Cumulative status of Sub-projects screened

Sl. No.	Type of Sub-project	No. of Sub-project(July-December 2021)	Cumulative No. of Sub-project(July,2018-December 2021)	Land Status	Work Status
1	Construction of additional rooms for School	1141	6154	School existing land	Tendering and different stages of construction
2	Construction of DD Office	-	05	DPE existing land	Do
3	Expansion of DPE Office	01	25	Do	Do
4	Expansion of PTI	06	49	Do	Do
Total		1148	6233		

The table presented above demonstrates the status of sub-projects screened of semi-annual social safeguard management report. It can be seen that a total 1148 sub-projects were taken for construction and expansion of additional rooms of school including others institutional infrastructures such as PTI, DD and DPEO offices during the reporting period (July-December 2021).

This Semi-annual Social Safeguard Management Report (SSSMR) is prepared based on cumulative 6233 sub-projects consisting 6154(98.73 %) schools and 79 (01.27 %) other institutional infrastructures screened during (July 2018-December 2021). It is noted that most of the sub-projects were at tendering and different stages of construction. Social screening was conducted to identify the existing social risks related to land acquisition, resettlement and other social impacts.

After careful scrutiny the screening results presented above, it can be observed that all the 6233 sub-projects are within the existing campus and no land acquisition were required for construction and expansion of sub-projects. Therefore, no cases of resettlement or migration of people were also reported.

In addition to the infrastructures, other incentive schemes such as scholarships, free textbooks, development and training on mother languages books for SEC/IP students are also ongoing. Moreover, in few cases the residential facilities in remote locations to increase the participation of students from IP communities and other disadvantaged communities are provided. Furthermore, special arrangement has been taken to appoint teachers from SEC/IP group in those areas where SEC/IP are dominated.

Additionally, many positive social impacts are being generated due to sub-projects implementation. A substantial number of employments were generated during construction phase and a good number employment will be generated during the operation phase of sub-projects. The local people are getting opportunities in construction activities resulting employment generation. The sub-projects are fulfilling the demand of additional rooms of schools.

1. Introduction

1.1 Background

Primary Education Development Program is aimed at supporting basic education to school age children of Bangladesh to set a strong foundation for their better future. The 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 provide child friendly environment which would contribute towards achieving 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 has 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 Semi-annual Social Safeguard Management Report (SSSMR):

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

It can be seen in Table: 3 that a total 1148 sub-projects were taken for construction and expansion of additional rooms of school including institutional infrastructures such as PTI, DD and DPEO office during the reporting period. This Semi-annual Social Safeguard Management Report (SSSMR-V) has been prepared based on cumulative 6233 sub-projects consisting 6154 schools and 79 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:

A total 1148 sub-projects were screened for construction and expansion of additional rooms including other institutional infrastructures during the current reporting period. The sub-projects include 1141 schools and 07 institutional infrastructures such as PTI, DD and DPEO office etc.

6.2.1 School Sub-projects screened:

It can be seen in the table: 1, presented below a total 6154 schools (Cumulative) were screened for construction of 24440 additional rooms during the reporting period (July, 2018-December, 2021).

A) Type of School (Cumulative) based on construction :

Table-1, Type of School (Cumulative) based on construction

Sl.No.	School Type based on construction	No. of School(July, 2018-December,2021) No (Room)
1.	Vertical	1075(4331)
2.	Horizontal	1636(5191)
3.	(Horizontal + Vertical)	3443(14918)
	Total	6154(24440)

Fig: 1 Type of School (Cumulative) based on school construction

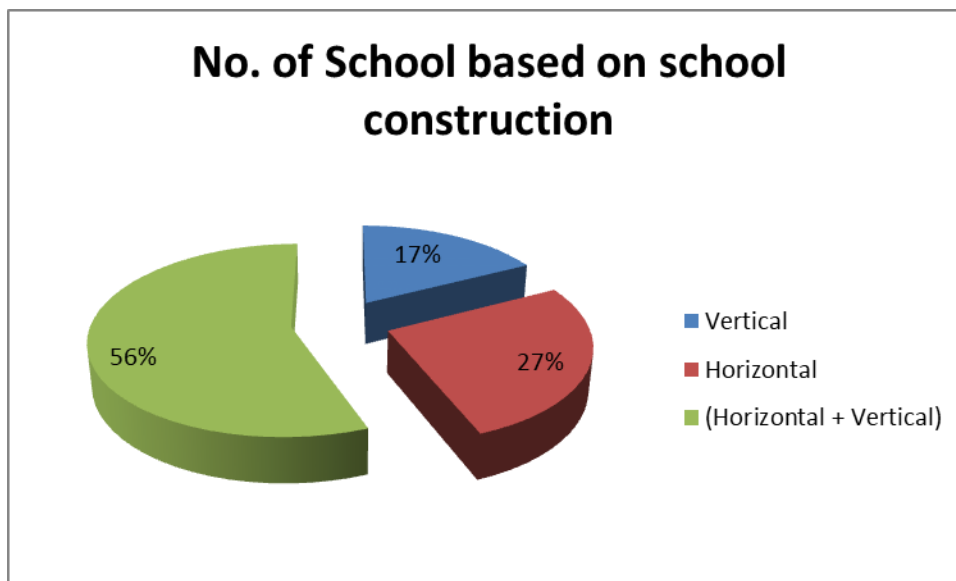
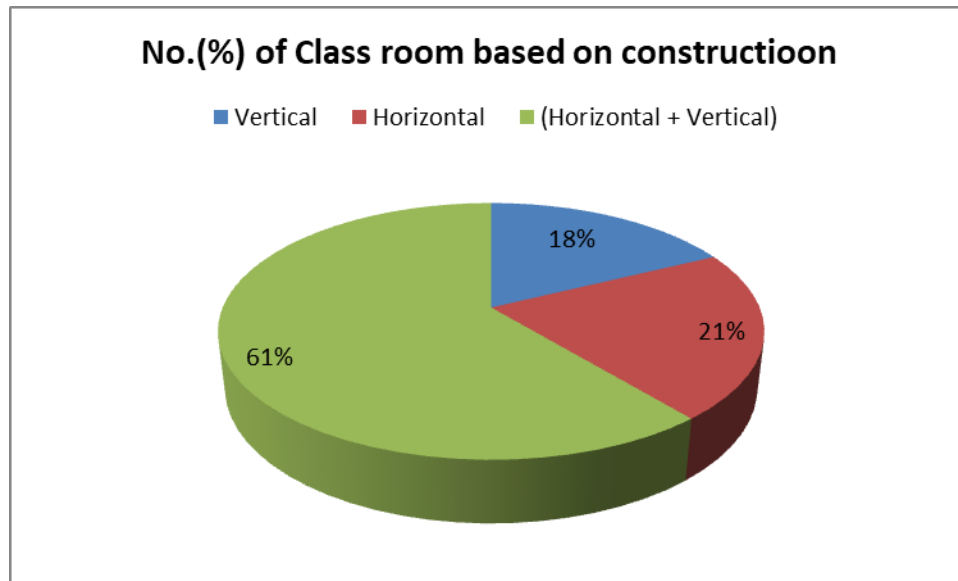


Fig: 2 Type of School (Cumulative) based on classroom construction



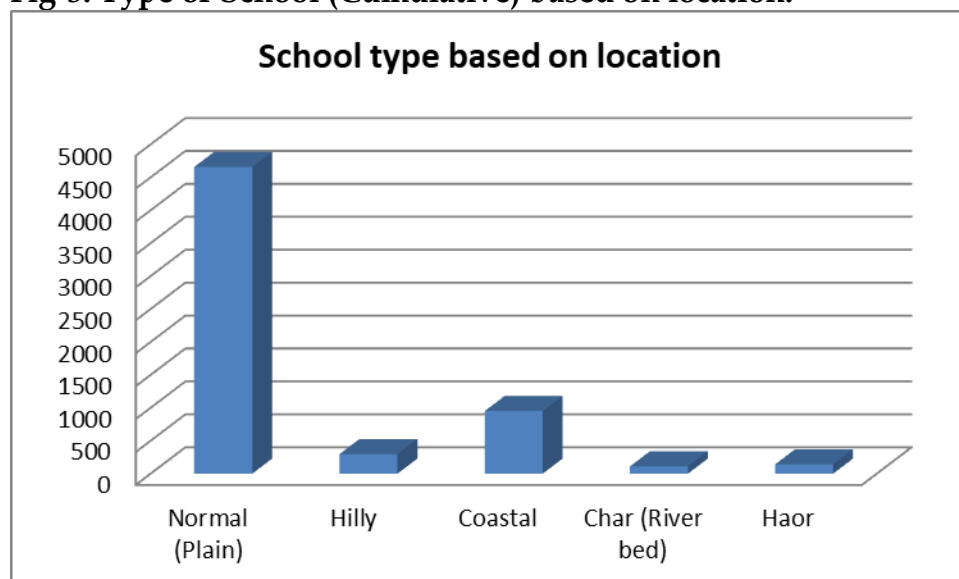
B) Type of School (Cumulative) based on location:

The table presented below shows that 6154 schools having 4658 in plain , 295 in Hilly , 950 in Coastal belt , 141 in Haor and remain 110 in Char area were screened at the end of the reporting period (July, 2018 -Dec.,2021). Overall, the number of schools in plain area was 75.69 % of total schools screened.

Table-2 Type of School (Cumulative) based on location

Sl.No.	School Type based on location	No. of School(July,2018 - Dec.,2021) No (School)
1	Normal (Plain)	4658
2	Hilly	295
3	Coastal	950
4	Char (River bed)	110
5	Haor	141
Total		6154

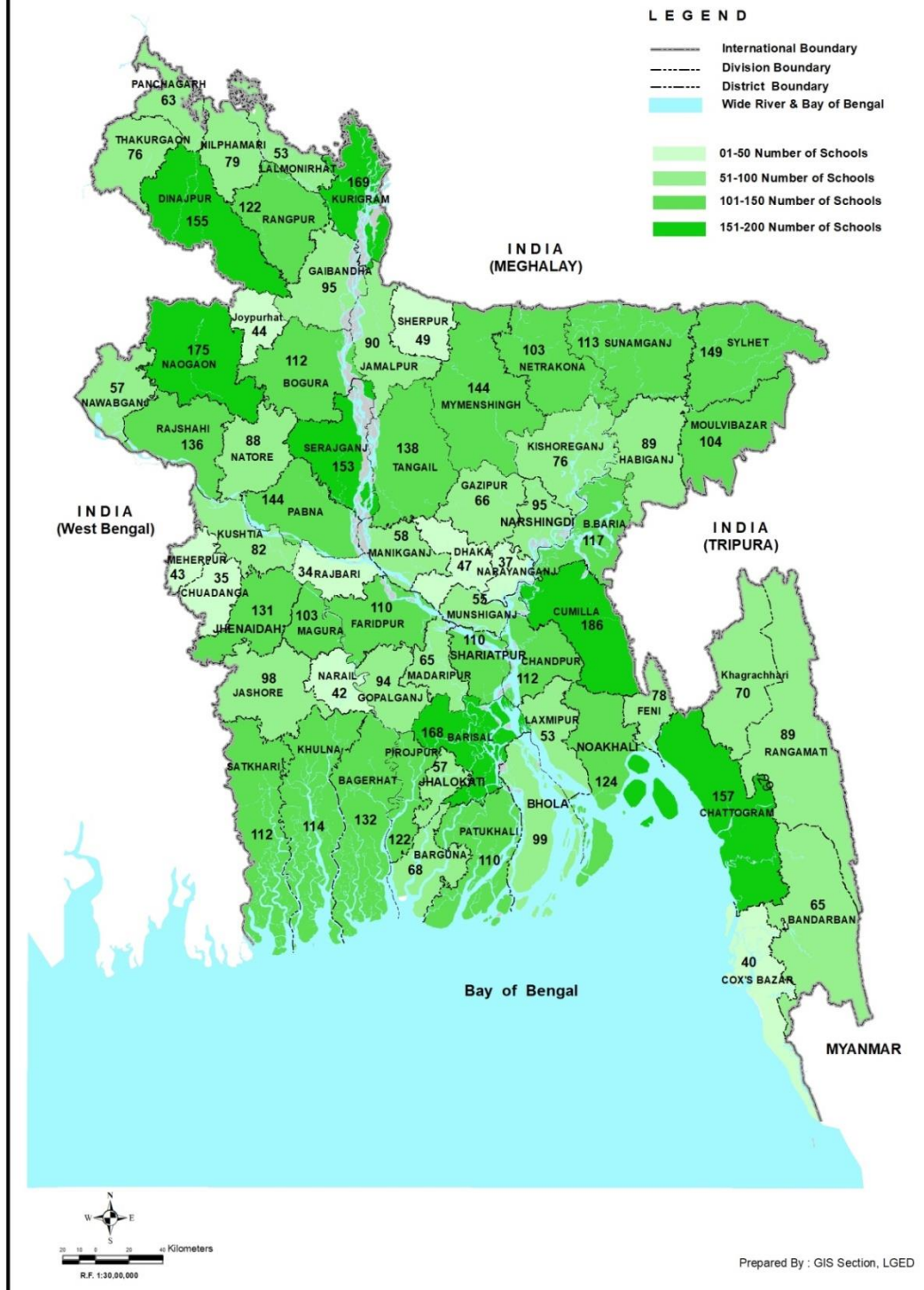
Fig-3: Type of School (Cumulative) based on location:



C) Geographical distribution of School:

The district wise geographical distribution of 6154 schools undertaken for construction is presented in a map given below Fig-4:

Geographical Distribution of 6154 Schools



6.2.2. Cumulative status of Sub-projects:

The table: 3, presented below shows a cumulative 6233 sub-projects were screened during the reporting period (July 2018-December 2021) consisting 6154(98.73 %) schools and 79 (01.27 %) other institutional infrastructures. This Semi-annual Social Safeguard Management Report (SSSMR) is prepared based on cumulative 6233 sub-projects. It is noted that most of the sub-projects were at tendering stages and different stages of construction. Social screening was conducted to identify the existing social risks related to land acquisition, resettlement and other social impacts.

Table 3: Cumulative physical status of Sub-projects

Sl. No .	Type of Sub-project	No. of Sub-project(July-December 2021)	Cumulative No. of Sub-project(July,2018-December 2021)	Land Status	Work Status
1	Construction of additional rooms for School	1141	6154	School existing land	Tendering and different stages of construction
2	Construction of DD Office	-	05	DPE existing land	Do
3	Expansion of DPE Office	01	25	Do	Do
4	Expansion of PTI	06	49	Do	Do
	Total	1148	6233		

Social screening was conducted to identify the prevailing social risks of 6233 sub-projects. It is noted that the usually 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 issues of resettlement were reported.

6.3. Assessment Social Safeguard Risks and Impacts:

The table: 3, presented below shows a cumulative 5085 sub-projects were screened during the reporting period (July 2018-June2021) which consists of 5013 schools, 05 DD offices, 24 DPEO offices and 43 PTI respectively. It can be noted that sub-projects were at tendering and different stages of construction.

Table 3: Cumulative physical status of Sub-projects

Sl. No .	Type of Sub-project	No. of Sub-project(July-December 2021)	Cumulative No. of Sub-project(July,2018-December 2021)	Land Status	Work Status
1	Construction of additional rooms for School	1141	6154	School existing land	Tendering and different stages of construction
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3	Expansion of DPE Office	01	25	Do	Do
4	Expansion of PTI	06	49	Do	Do
	Total	1148	6233		

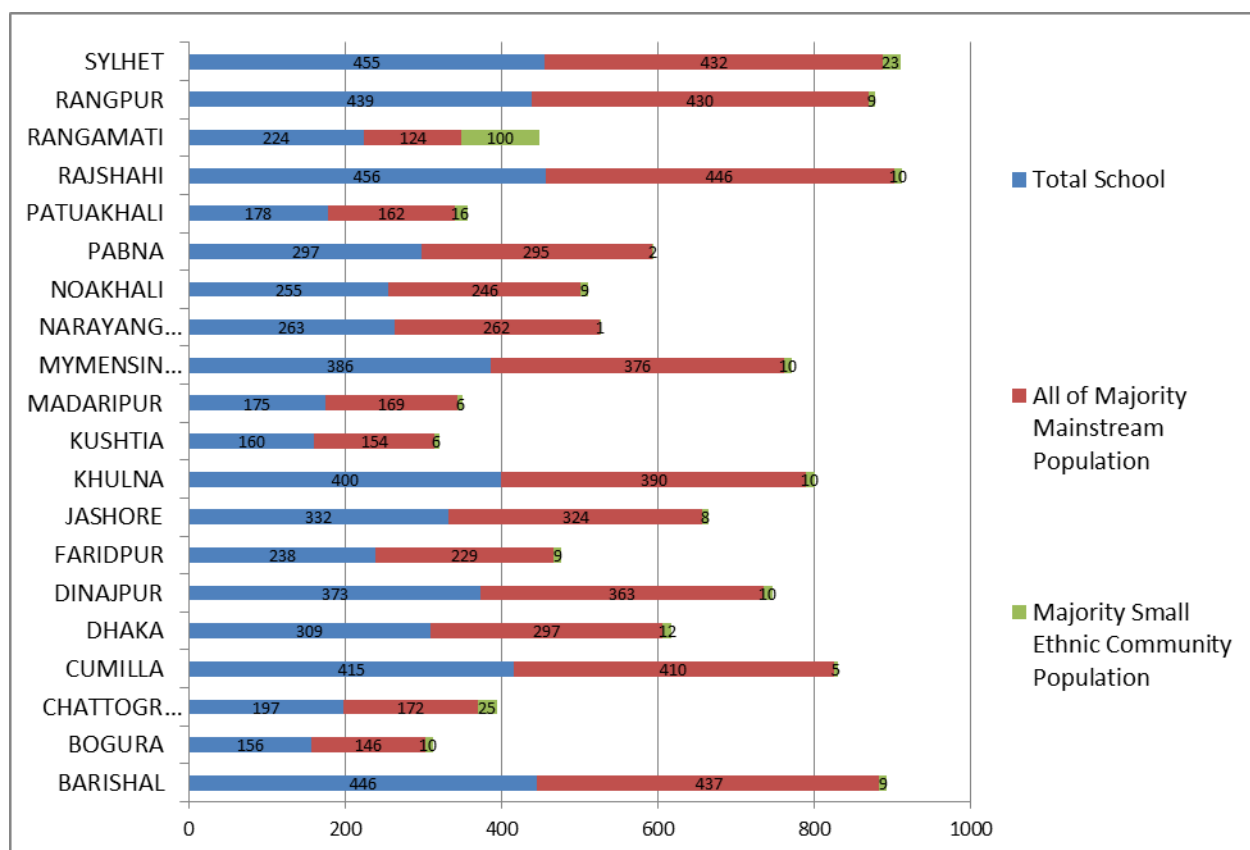
The table presented above indicates that the sub-projects under reporting are small and simple in nature and are being constructed within the existing premises without any land acquisition. Therefore no issues of resettlement were reported. Finally, it can be concluded that the Involuntary Resettlement (IR) was not an issue of concerned in the PEDP4.

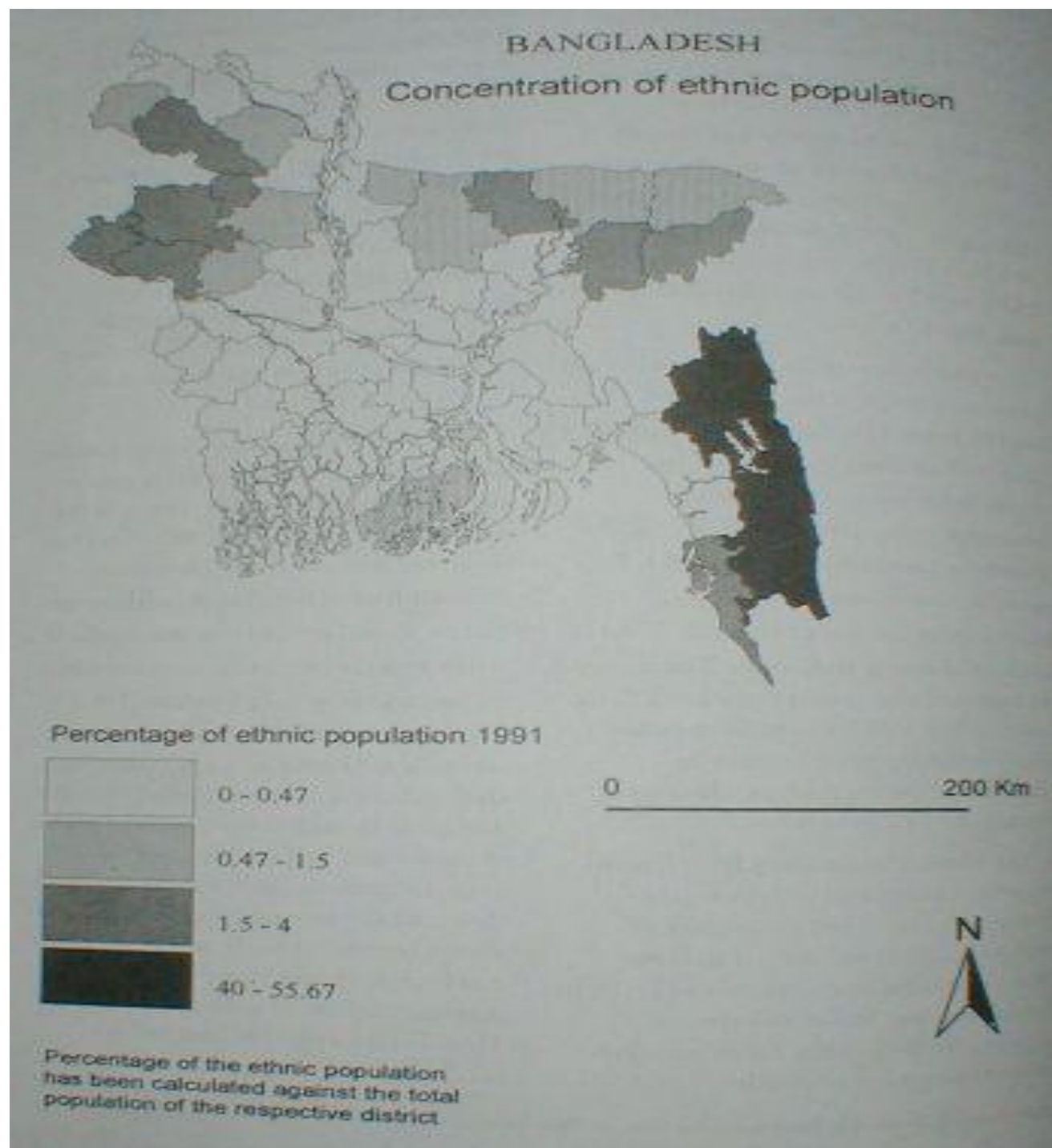
6.4 Social Safeguard for PEDP4 Ethnic Community distribution

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	446	437	9
BOGURA	156	146	10
CHATTOGRAM	197	172	25
CUMILLA	415	410	5
DHAKA	309	297	12
DINAJPUR	373	363	10
FARIDPUR	238	229	9
JASHORE	332	324	8
KHULNA	400	390	10
KUSHTIA	160	154	6
MADARIPUR	175	169	6
MYMENSINGH	386	376	10
NARAYANGONJ	263	262	1
NOAKHALI	255	246	9
PABNA	297	295	2
PATUAKHALI	178	162	16
RAJSHAHI	456	446	10
RANGAMATI	224	124	100
RANGPUR	439	430	9
SYLHET	455	432	23
TOTAL	6154	5864	290

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





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 plans are being prepared following the Infrastructure Plan and Planning Guideline for every schools taken for development. 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 are being 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.

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 designs are developed for Chittagong Hill Tracts under 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 no hill cutting and destruction of ecosystem were reported 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:

It is noted that most of the sub-projects under reporting are small and simple in nature and are being constructed within the existing premises without any land acquisition. Therefore no issues of resettlement were reported.

Furthermore, the area where SEC/IP area is dominant, community is being 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.

It can mentioned that LGED issued several instructions to district Executive Engineer and Upazila Engineer for ensuring the implementation of EMF & SSMF so that environmental safeguard issues and social safeguard issues are being addressed in implementing the sub-projects properly (Annexed: C)

In addition to the infrastructures, other incentive schemes such as scholarships, free textbooks, development and training on mother languages books for SEC/IP students and residential facilities in remote locations to increase the participation of students from IP communities and other disadvantaged communities are ongoing. Moreover, special arrangement has been taken to appoint teachers from SEC/IP group in those areas.

Additionally, many positive social impacts are being generated due to sub-projects implementation. A substantial number of employments were generated during the construction phase and a good number of employments will be generated during the operation phase of sub-projects. The local people are getting opportunities in construction activities resulting employment generation. The sub-projects are fulfilling the demand of additional rooms of schools/ institutions.

9. Recommendation:

The following time bound corrective measures will be carried out up-to the next reporting period.

Time bound Corrective Action Plan (CAP):

Sl. no.	Issue	Recommended action	Monitoring method	Time to achieve
1.	Dust Control	Water to be sprinkled as and when necessary	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
2.	Air Pollution	Machineries will be set up in bland spaces and water to be sprinkled as and when necessary	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
3.	Water Pollution	Contractor will supply pure water and flood water will be drained out	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
4.	Hygiene and proper sanitation	Contractor will employ labor for maintaining hygiene and proper sanitation	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
5.	Toilet	Male and female toilet to be separated	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to March, 2022

Sl. no.	Issue	Recommended action	Monitoring method	Time to achieve
6.	Noise Pollution	Change of working procedure and timing	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
7.	Drinking water	Contractor will ensure supply of pure drinking water	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to March, 2022
8.	Health safety	First Aid Box would be placed in the working places	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to March, 2022
9.	Personal protection equipment	Contractor will supply personal protection equipment	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to March, 2022
10.	Plantation	Plantation will be done where necessary.	Contractor will implement the task. Upazila Engineer along with his technical staff and SMC will supervise.	January to June, 2022
11.	Low land area	Low land area will be covered by collecting soil from uncultivated area	Contractor will implement the task. LGED Upazila Engineer along with his technical staff and SMC will supervise and check during inspection.	January to March, 2022
12.	Char area	Char designed school building will be set up in Char area	LGED mainly Upazila Engineer and SMC will implement the task.	January to March, 2022

Sl. no.	Issue	Recommended action	Monitoring method	Time to achieve
13.	Hilly area	School building will be set up considering local materials	LGED mainly Upazila Engineer and SMC will implement the task.	January to March, 2022
14.	Waste Management	Garbage would be collected and put in garbage bin	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to June, 2022
15.	Child labor	Child labor will not be employed	Contractor will implement the task. Upazila Engineer along with his technical staff and SMC will supervise, check and report accordingly.	January to March, 2022
16.	Covid/ pandemic situation	Hand sanitizer, face mask, maintaining distance will be retained in working hour	Contractor will implement the task. Upazila Engineer along with his technical staff and SMC will supervise, check and report accordingly.	January to March, 2022
17.	Temperature Screening of construction supervisor and workers	Thermometer to be kept at work site for screening the temperature of construction supervisor and workers	Contractor will implement the task. LGED mainly Upazila Engineer including his technical staff will supervise and check during inspection.	January to March, 2022
18.	Raise Covid-19 related awareness	Awareness of work supervisor and workers will be raised.	Contractor and LGED mainly Upazila Engineer including his technical staff will provide awareness motivation to work supervisor and workers.	January to March, 2022
19.	Reduce work-related Travels.	Work related travel to be reduced based work load.		January to March, 2022

Appendices

Annex A : Sub –Project photographs of ongoing works

PEDP-4 এর আওতায় নির্মিতব্য মধুর চর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ কেরানীগঞ্জ

জেলাঃ ঢাকা।



PEDP-4 এর আওতায় নির্মিতব্য হামিদপুর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ সদর

জেলাঃ যশোর।



PEDP-4 এর আওতায় নির্মিতব্য পাবনা সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ সদর

জেলাঃ ফরিদপুর।



PEDP-4 এর আওতায় নির্মিতব্য জংগাইল সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ সদর

জেলাঃ সিলেট।



PEDP-4 এর আওতায় নির্মিতব্য মধুরচর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ কেরানীগঞ্জ ।

জেলাঃ ঢাকা ।



PEDP-4 এর আওতায় নির্মিতব্য মধুরচর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ কেরানীগঞ্জ ।

জেলাঃ ঢাকা ।



PEDP-4 এর আওতায় নির্মিতব্য মধুরচর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ কেরানীগঞ্জ ।

জেলাঃ ঢাকা ।



PEDP-4 এর আওতায় নির্মিতব্য মধুরচর সরকারী প্রাথমিক বিদ্যালয়ের স্থির চিত্র

উপজেলাঃ কেরানীগঞ্জ ।

জেলাঃ ঢাকা ।



Annexed B: Filled in Social Screening Format

Annexed B: 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: Arakul		
<input checked="" type="checkbox"/> Existing School	<input type="checkbox"/> New School	
Union: কলিট	Ward Name & No: Arakul & 03	
Upazila: Kertanigoni	District: Dhaka	
Screening Date: 17/01/21		
Names of Persons Participated in Screening:		
DPE Staff: Farzana Shally, UEO (On-Charge)		
Local Government Representatives: Muhammad Saidur Rahman Chowdhury, UP Chairman & Md. Harunur Rashid, UP Ward Member.		
Community Members: Md. Iqbal Hossain Mahmud, SMC Chairperson.		
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 checked="" type="checkbox"/> Majority mainstream or non-indigenous/tribal peoples		
<input type="checkbox"/> Majority indigenous/tribal peoples		
Scope of work: <input type="checkbox"/> Improvements on Existing School		<input type="checkbox"/> Construction of New School
Existing Schools:		
Toilets	Number: 2	Total Land Area (Decimal/Square feet): 224 sqft
Required Land Belongs to:	<input checked="" type="checkbox"/> School	<input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):	
Additional Class Room	Number: 4	Total Land Area (Dec/Sft): 2178 sqft
Required Land Belongs to:	<input checked="" type="checkbox"/> School	<input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):	
<input type="checkbox"/> Other means (Describe):		
Remarks if any about land availability:		

Dormitory (CHT):	Capacity (# of students):	Total land area (decimals):
Required Land is	<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):		
If Require Lands are Private, they are Presently Used for.	<input type="checkbox"/> Agriculture	No. of land owners/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:		
If Require Lands are Private, they are Presently Used for.	<input type="checkbox"/> Agriculture	No. of land owners/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:		
New School	<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):
Required Land Belongs to:	<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):	
If Require Lands are Private, they are Presently Used for.	<input type="checkbox"/> Agriculture	No. of land owners/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:	
If Require Lands are Public, they are Presently Used for.	<input type="checkbox"/> Agriculture	No. of land persons using the lands:
	<input type="checkbox"/> Residential Purposes	No. of household 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:	
If private lands are required they will be obtained through		
<input type="checkbox"/> Voluntary Donation	Agreed by Landowners	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Direct Purchase	Agreed by Landowners	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Other means (Describe):		
Remarks, if any about land availability: Not Applicable.		

C. ADDITIONAL INFORMATION ON SMALL ETHNIC COMMUNITIES (SEC)**(In Addition to the information Sought Under Section B)**

Name of SEC members and organizations which participated in Social Screening.

Not applicable.

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

☐ Legal ownership

Number of SEC Persons/households:

☐ Customary Rights

Number of SEC Persons/households:

☐ Lease agreements with the Government

Number of SEC Persons/households:

☐ Others form of Right

Number of SEC Persons/households:

Describe Right:

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

(a)

(b)

(c)

Not applicable.

The following are the social concerns expressed by SEC community and organizations:

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)

Muhammad Sakib Sarikar
UAE, LGED.

(A DPE Staff should fill in this form)

Signature: _____

Annexed B: 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: Moddhyer char Govt. Primary School		
<input checked="" type="checkbox"/> Existing School	<input type="checkbox"/> New School	
Union: ইমরতপুর	Ward Name & No: Moddhyer char & 01	
Upazila: Kercanigonj	District: Dhaka	
Screening Date: 14/01/21		
Names of Persons Participated in Screening:		
DPE Staff: Farzana Shally, UEO (on-charge)		
Local Government Representatives: Md. Salahuddin Liton, UP Chairman & Mohammad Hanif, UP Ward Member		
Community Members: Hazi Habibur Rahman, SMC Chairperson.		
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 checked="" 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: 2	Total Land Area (Decimal/Square feet): 224 sqft.
Required Land Belongs to:	<input checked="" type="checkbox"/> School	<input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):	
Additional Class Room	Number: 4	Total Land Area (Dec/Sft): 1920 sqft.
Required Land Belongs to:	<input checked="" type="checkbox"/> School	<input type="checkbox"/> Private Owners
	<input type="checkbox"/> Others (Name):	
<input type="checkbox"/> Other means (Describe):		
Remarks if any about land availability:		

C. ADDITIONAL INFORMATION ON SMALL ETHNIC COMMUNITIES (SEC)**(In Addition to the information Sought Under Section B)**

Name of SEC members and organizations which participated in Social Screening.

Not Applicable

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

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

Describe Right:

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

(a)

(b)

Not Applicable

(c)

The following are the social concerns expressed by SEC community and organizations:

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)

*Muhammad Sakib Sarwar**UAE, LGED*

(A DPE Staff should fill in this form)

Signature: _____

<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: *Not Applicable*

Appendices

Annex C : LGED instruction for implementation of SSMF for construction of sub-projects



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

স্থানীয় সরকার প্রকৌশল অধিদপ্তর

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স্মারক নং-৪৬.০২.০০০০.৮৮৯.১৮.৬২-

৭৬৫৬

তারিখঃ ২২-০৬-২০২১ ইং।

প্রতি,

১) নির্বাহী প্রকৌশলী
স্থানীয় সরকার প্রকৌশল অধিদপ্তর
জেলাঃ _____।

২) উপজেলা প্রকৌশলী
স্থানীয় সরকার প্রকৌশল অধিদপ্তর
উপজেলাঃ _____
জেলাঃ _____।

বিষয়ঃ চতুর্থ প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচী (পিইডিপি৪) এর আওতায় নির্মাণাধীন বিদ্যালয়সমূহের পরিবেশগত ও সামাজিক সুরক্ষা নিশ্চিত করণ প্রসংগে।

উপর্যুক্ত বিষয়ের প্রেক্ষিতে জানানো যাচ্ছে যে, চতুর্থ প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচী (পিইডিপি৪) এর আওতায় নির্মাণাধীন বিদ্যালয়সমূহের পরিবেশগত ও সামাজিক সুরক্ষা নিশ্চিত করণে দাতা সংস্থা কর্তৃক বিশেষ তাগিদ রয়েছে। ইতিমধ্যে সদর দপ্তর থেকে এ সংক্রান্ত বিভিন্ন নির্দেশনা কয়েক দফায় মাঠ পর্যায়ের দেয়ার পরও পরিদর্শনে বেশ কিছু অসংগতি পরিলক্ষিত হচ্ছে। মাঠ পর্যায়ের ভবিষ্যতে উক্ত অসংগতি পরিহারের লক্ষ্যে নিম্নের বিষয়গুলো প্রতিপালনের জন্য পুনরায় নির্দেশ দেয়া হলোঃ

পরিবেশগতঃ

- ১। ঠিকাদারকে অবশ্যই নিজস্ব নির্মাণ শেড তৈরী করতে হবে। বিদ্যালয়ের কোন কক্ষ নির্মাণ সামগ্রী রাখার কাজে ব্যবহার করা যাবে না;
- ২। নতুন বিদ্যালয় ভবনের লে-আউট অনুমোদিত সাইট প্লান মোতাবেক দিতে হবে। কোন বড় গাছের ডাল বিদ্যালয়ের ছাদের উপর যাতে না থাকে সে দিকে লক্ষ্য রাখতে হবে;
- ৩। নির্মাণকালে অপরিবর্তনীয়ভাবে নির্মাণ সামগ্রী ও যন্ত্রপাতি স্থাপন করে রাখা যাবে না। বিশেষতঃ উহা বর্তমান বিদ্যালয় ভবন থেকে দূরে রাখতে হবে যাতে ছাত্র-ছাত্রীদের চলাচল ও খেলাধুলায় বিঘ্ন না ঘটে। যন্ত্রপাতি যেমন- খোয়া ভান্ডার মেশিন ও মিস্রচার মেশিন শিল্পীদের আওতার বাহিরে রাখতে হবে। এছাড়াও সেন্টারিং ও শাটারিং সামগ্রী বর্তমান বিদ্যালয় ভবন থেকে দূরে রাখতে হবে যাতে পেরেক ও অন্যান্য ধারালো যন্ত্রাংশ দ্বারা শিশুরা আহত না হয়;
- ৪। কংক্রিট ঢালাই কাজ যথাসম্ভব বিদ্যালয় বন্ধের দিনে (সাপ্তাহিক ছুটি বা সরকারি ছুটি) করতে হবে এবং খোয়া ধোয়া পানি বিদ্যালয়ের মাঠে যাতে ছড়িয়ে ছিটিয়ে না থাকে সে দিকে দৃষ্টি দিতে হবে;
- ৫। Vertical Extension এর ক্ষেত্রে ঠিকাদারকে নিজস্ব বাঁশের সিঁড়ি বাহিরের দিকে তৈরী করে নির্মাণ সামগ্রী পরিবহন করতে হবে। কোন ক্রমেই বর্তমান বিদ্যালয়ের সিঁড়ি নির্মাণ সামগ্রী পরিবহনের কাজে ব্যবহার করা যাবে না;
- ৬। সাইটে কর্মরত শ্রমিকদের স্বাস্থ্য রক্ষা ও মহামারী (কোভিড-১৯) এর রোধে সরকারের বিধান অনুযায়ী যথোপযুক্ত বাসস্থান, পানি সরবরাহ, ময়লা নিক্ষেপণ, স্যানিটাইজার, মাস্ক ব্যবহার, সামাজিক দূরত্ব বজায় এবং স্বাস্থ্য সম্মত স্যানিটেশন এর ব্যবস্থা নিশ্চিত করতে হবে;
- ৭। ঠিকাদার নিজস্ব খরচে নির্মাণ স্থানে শ্রমিকদের জন্য বিশুদ্ধ খাবার পানির ব্যবস্থা, টয়লেট ও গোসলের প্রয়োজনীয় পানির ব্যবস্থাসহ নিরাপত্তার জন্য বাতি, নিরাপত্তা প্রহরী, নির্মাণ বেটনী ও সতর্ক সংকেত স্থাপন ও পরিচালনা বিষয়টি নিশ্চিত করতে হবে। বিশেষতঃ পাইল ড্রাইভ সহ বিভিন্ন বিপদজনক কাজের সময় Personal Protection Equipment ব্যবহারসহ প্রয়োজনীয় নিরাপত্তা ব্যবস্থা গ্রহণ করতে হবে;
- ৮। নির্মাণ কাজ চলাকালীন সময়ে কর্ম পদ্ধতির ফলশ্রুতিতে পরিবেশ, শব্দ ও ধূলি দূষণ দ্বারা জনগণের স্বাস্থ্য ও সম্পত্তির ক্ষতির সম্ভাবনা থাকে তবে তা রক্ষার জন্যে সকল যুক্তিযুক্ত পদক্ষেপ গ্রহণ করতে হবে;
- ৯। ইতিপূর্বে প্রেরিত নির্দেশনা মোতাবেক বিদ্যালয় ভবনের বাউন্ডারী সীমানা বরাবর নির্দিষ্ট দূরত্ব বজায় রেখে গাছ লাগানোর কার্যক্রম শুরু ও শেষ করতে হবে;

অপর পৃষ্ঠায় দ্রষ্টব্য

- ১০। বিদ্যালয় ড্রেনেজ সিস্টেম সব সময় পরিষ্কার রাখতে হবে;
- ১১। নির্মাণকালীন সময়ের ময়লা আবর্জনা যথাযথ স্থানে সংরক্ষণ করতঃ পরবর্তীতে স্বাস্থ্য সম্মত উপায়ে স্থানান্তর/অপসারণ করতে হবে।

সামাজিক বিষয়কঃ

- ১২। ঠিকাদারকে তার শ্রমিকদের জন্যে প্রযোজ্য স্বাস্থ্য, নিরাপত্তা, কল্যাণ সম্পর্কিত সকল শ্রম আইন মেনে চলতে হবে এবং তাদের আইনগত অধিকার প্রদান নিশ্চিত করতে হবে;
- ১৩। মহিলা শ্রমিক সহ সকল শ্রমিকদের উপযুক্ত মজুরি সময় মত ঠিকাদার কর্তৃক পরিশোধ এবং তাদের নিরাপত্তাসহ পৃথকভাবে টয়লেট এর ব্যবস্থা নিশ্চিত করতে হবে;
- ১৪। ঠিকাদার ১৮ (আঠার) বৎসরের কম বয়সী কোন শিশু শ্রমিক নির্মাণ কাজে নিয়োগ করতে পারবে না;
- ১৫। বিদ্যালয় নির্মাণ কাজ বাস্তবায়নে এসএমসি'র অংশ গ্রহণ নিশ্চিত করতে হবে;
- ১৬। এসএমএফ মোতাবেক বিদ্যালয় পরিকল্পনা ও বাস্তবায়নের সময় ৩০% মহিলা প্রতিনিধির অংশগ্রহণকে বিশেষভাবে গুরুত্ব দিতে হবে।

এমতাবস্থায়, উপরোক্ত নির্দেশনা অনুসরণপূর্বক মাঠ পর্যায়ে নির্মাণ কাজের পরিবেশগত ও সামাজিক সুরক্ষা নিশ্চিত করতে হবে।

(মোঃ মোসলে উদ্দিন)

অতিরিক্ত প্রধান প্রকৌশলী

(পল্লি অবকাঠামো উন্নয়ন ও ব্যবস্থাপনা)

ফোনঃ ০২-৪৪৮২৬২২৪

ই-মেইলঃ pedp3lged@gmail.com

অনুলিপি অবগতি ও প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্যঃ

১। প্রধান প্রকৌশলী, এলজিইডি, সদর দপ্তর, ঢাকা।

২। অতিরিক্ত প্রধান প্রকৌশলী, এলজিইডি, _____ বিভাগ, জেলাঃ _____।

৩। তত্ত্বাবধায়ক প্রকৌশলী, স্থানীয় সরকার প্রকৌশল অধিদপ্তর, _____ অঞ্চল, জেলাঃ _____।

৪। নিবাহী প্রকৌশলী, তত্ত্বাবধায়ক প্রকৌশলীর কার্যালয়, এলজিইডি, _____ অঞ্চল, জেলাঃ _____।

সদয় অবগতির জন্যঃ

১। মহাপরিচালক, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর-২, ঢাকা-১২১৬।