

Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education



Annexes

**Third Primary Education Development Programme
(PEDP3)**



Directorate of Primary Education

June 2011

ANNEX 1: POLICY MATRIX

The Policy Matrix below organizes policy areas by PEFP3 components and distinguishes between current policies and policy directions likely under PEDP3. The intention is to use the matrix to facilitate policy dialogue between the Government and its Development Partners during the annual Joint Review Missions. Wherever possible, associated policy actions are included in the Results and Programme Matrix (Section 1).

Policy Area	Current Policies	Policy Directions under PEDP3	Comments
Component 1: Learning and Teaching			
Curriculum	Competency levels (expected common learning outcomes) for each of the grades/subjects are established.	<p>Integrated national curriculum framework for all primary schools is approved by The Government with agreed common core subjects (common learning outcomes) plus optional elective subjects</p> <p>MOPME approves an equivalency framework based on the integrated national curriculum framework.</p> <p>MoPME approves policy for multi-lingual education for instruction in mother tongue in the early years with transition to the national language ensuring full competency in both languages by the end of grade 5.</p>	<p>A curriculum that meets international standards for age-appropriate content and teaching methods (grade-wise and subject-wise) is essential to achieve the improvements in learning outcomes and cycle completion results.</p> <p>A flexible and adaptable curriculum that meets the needs of each boy and girl learner is important</p> <p>Close collaboration is required between NCTB, MoPME/DPE and NAPE regarding curriculum development and dissemination</p>
Teacher Education and Development	<p>Minimum qualifications for pre- and primary teachers are already specified in the NEP</p> <p>The current Certificate of Education becomes the new Dip-Ed programme starting from July 2012</p>	Teacher education and development drafted by DPE is approved by MoPME	<p>Preparations for implementing and piloting the revised the TED system should take place in Year 1.</p> <p>Implementation plans for wide-spread implementation should be aligned with timetable for curriculum development.</p>
Component 2: Participation and Disparities			
Pre-Primary	Guidelines on roles and responsibilities for delivering pre-primary education by government and non-government		

Policy Area	Current Policies	Policy Directions under PEDP3	Comments
	providers. Issued by MoPME		
Second Chance and Alternative Education (NFE)	NEP already endorsed NFE provided by NGOs and CBOs.	Framework for equivalence between formal and non-formal primary education prepared and endorsed by MoPME	Equivalency framework will ease movement of students between non-formal and formal systems, enable some NFE learners to receive free textbooks, and permit students completing the primary cycle through NFE to take the terminal examination.
Targeting		Criteria for targeting, prioritizing, sequencing and packaging needs-based interventions developed and approved by MoPME.	
Component 3: Decentralization and Effectiveness			
Decentralization - Field level offices	Field and school level obligatory functions defined and regulation formally devolving authority issued	Devolution Plan is approved and Implemented.	Subsidiary levels require clear authority to implement the decentralized obligatory, functions
Decentralization - School management decentralization	Decision made to provide unified grants to schools	Financing and school support (SLIPs/UPEPs) are established and institutionalized through the decentralized planning and implementation arrangements	Support to SLIPs should reflect both per capita and levels of disadvantage – and possibly the quality of the SLIPs. This should include: school funds, eligibility criteria, spending guidelines, funds flow mechanism, review and approval process, and regular assessment approved by Government and notified at all levels.
Examination and assessment		A system is in place for regular school and classroom based assessment of learning outcomes and final examination.	Formative assessment to be used to ensure participation of all learners in learning process.

Policy Area	Current Policies	Policy Directions under PEDP3	Comments
School enlistment	Eligibility criteria and support packages for different types of schools defined.	Non-public schools are enlisted and have become eligible for some types of public support	All pre-primary and primary schools, and Second Chance for pupils to 14 years, to be enlisted
Component 4: Planning and Management			
Capacity building	Recruitment and promotion rules and career path approved and implemented.	A robust system of in-service training and staff development is in place and operational. The Government establishes a Center for Leadership to train head teachers and school management committees.	Capacity building addresses issues of teacher motivation, performance incentives, and gender balance.
PPPs		Mechanism for using PPP in the primary education sub-sector developed and formally adopted.	This should cover concept, implementation and funding arrangements and eligibility criteria.
RBM/M&E	Policy and concept on decentralized RBM, M&E and EMIS along with action plan approved.	An integrated EMIS system is in place that covers all (pre)primary schools.	This should build on the ongoing RBM initiatives which include developing upazila profiles.
Financial Management		Annual Fiduciary Review undertaken. Planning and budgeting are linked through adequate MTBF.	

ANNEX 2: DEVELOPMENT COORDINATION

Major projects and programmes financed by development partners

Many development partners have contributed to the sector over the years. Coordination among these partners is achieved through the Education Local Consultative Group. The following table summarizes the areas and projects supported by the multilateral and bi-lateral agencies as well as international and national NGOs.

Table 2.1 Development Partner Assistance to the Education Sector

Name of DP	Projects and Support Areas
A	Multilateral Agencies
ADB	<p>Completed</p> <ul style="list-style-type: none"> • Primary Education Sector Project (PESP/GEP) (co-financed by many DPs) (ADB \$68.3 million) • Second Primary Education Sector Project (SPESP/PEDP-I) (co-financed by many (ADB amount: \$100 million) • Non-formal Education Project (NFEP) (co-financed by IDA-WB and SDC) (ADB \$26.7 million) • Secondary Education Development Project (SEDP) (\$72 million) • Secondary Education Sector Improvement Project (SESIP) (\$60 million) • Higher Secondary Education Project (co-financed by UNDP) (ADB amount: \$49.2 million) • Bangladesh Open University Project (\$34.3 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Second Primary Education Development Program (PEDP-II) (SWAP with many DPs) (ADB amount: \$100 million) • Post-Literacy and Continuing Education Project (PLCEP) (co-financed by DFID and (ADB amount: \$65 million) • Teaching Quality Improvement in Secondary Education Project (TQISEP) (co-CIDA) (ADB amount: \$68.9 million) • SE Sector Development Project (\$85 million) • SE Sector Development Program (\$30 million) • Skills Development Project (co-financed by SDC) (ADB amount: \$50 million)
IDA-World Bank	<p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (IDA-WB amount: \$159.3 million) • SPESP/PEDP-I (co-financed by many DPs) (IDA-WB amount: \$150 million) • NFEP (co-financed by ADB and SDC) (IDA-WB amount: \$10.5 million) • Post-Literacy and Continuing Education Project (co-financed by SDC) (IDA-WB amount: \$53 million) • Second Female Secondary School Assistance Project (\$120.9 million) • Programmatic Education Sector Adjustment Credit Phases I-III (Phase I: \$100 million; Phase II [IDA amount]: \$100 million; Phase III [IBRD amount]: \$100 million) <p>Ongoing</p> <ul style="list-style-type: none"> • PEDP II • Reaching Out of Schools Children Project (co-financed by SDC) (WB amount: \$51 million) • Secondary Education Quality and Access Enhancement Project (\$130.7 million)

Name of DP	Projects and Support Areas
	<p>Proposed</p> <ul style="list-style-type: none"> Higher Education Quality Enhancement Project (HEQEP) Technical and Vocational Education and Training Project
<p>European Commission</p>	<p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (EU amount: EUR 105 million) SHARE (new NFPE programme) (EU amount: EUR 52 million), call for proposals to be launched soon Non-Formal Primary Education through three major projects: BRAC, Dhaka Ahsania Mission (UNIQUE) and Save the Children US (SHIKHON) with their partner NGOs (EU amount: EUR 28.3 million) Technical and Vocational Education and Training (TVET) Reform (implemented through II O) (EU amount: EUR 14 million) Asia Link: Building partnership for better health, implemented by BRAC University (EU contribution: EUR 749,610) Education in CHT (Primary Education), (EU amount: EUR 6.6 million) School Feeding (Primary Education) (EU amount: EUR 14.5 million) Quality Primary Education for Children from Extreme Poor Households on Remote River Islands in North-West Bangladesh, implemented by NETZ (EU amount: EUR 0.84 million) Developing a Safety Net for Urban Marginalised and Disadvantaged Children, implemented by Terre des Hommes Italy (EU contribution: EUR 0.7 million) Early Childhood Care and Development in Disaster-Prone Areas, implemented by Plan Bangladesh (EU contribution: EUR 0.84 million) <p>Proposed</p> <ul style="list-style-type: none"> TVET/Skills Development: Skills for Unemployed and Underemployed Labour (SkillFUL): Promoting sustainable training in the informal economy for poverty EUR 1.5 million TVET/Skills Development: TVET for Young People in the Informal Economy in Bangladesh EUR 1.7 million
<p>United Nations</p>	
<p>UNDP</p>	<p>Completed</p> <ul style="list-style-type: none"> PESP/GEP (co-financed by many DPs) (UNDP amount: \$5 million) Higher Secondary Education Project (co-financed by ADB) (UNDP amount: \$2.85 million) <p>Ongoing</p> <ul style="list-style-type: none"> Non-formal Education in CHT Pre-formal and Non-formal education for street children; schooling and full boarding facilities for children of commercial sex workers Basic Education: CHTDF – Strengthening basic education: indigenous
<p>WFP</p>	<p>Completed</p> <ul style="list-style-type: none"> WFP School Feeding Program (also supported by AusAid, USAID, WFP multilateral, and Saudi Arabia) (WFP amount: \$3.2 million plus in-kind support) Food for Education under SPESP/PEDP-I <p>Ongoing</p> <ul style="list-style-type: none"> Nutrition for education component under the country program for primary school children in high food insecure areas

Name of DP	Projects and Support Areas
UNICEF	<p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (UNICEF amount: \$10 million) • Intensive District Approach to Education for All under SPESP/PEDP-I (co-financed by SIDA WB, Government of Japan) (UNICEF amount: \$15.5 million) • Basic Education for Hard to Reach Working Children Project Phase I (co-financed by DFID and SIDA) • Basic Education for urban working children (\$4.06 million) • Emergency Education (\$2.96 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Parallel cofinancing for PEDP-II (in partnership with AusAid) (UNICEF/AusAID amount: \$34.22 million) • Basic Education for Hard to Reach Working Children Project Phase II (co-financed by SIDA and CIDA) (\$40.15million) • <i>Early Learning for Child Development Project (support to MOWCA)(\$20.10million)</i>
UNESCO	<p>Completed</p> <ul style="list-style-type: none"> • Empowering Adolescent Girls to Become Agents of Social Transformation (supported through DAM and Nari Maitree) (\$44,000) • Capacity Building on HIV/AIDS Prevention Education (\$250,000) • Training of teachers of TVE (also supported by the Government of Japan) (\$298,000) • Strategic capacity building of NGO and THE GOVERNMENT mid-level staff (\$198,000)
ILO	<p>Completed</p> <ul style="list-style-type: none"> • Eliminating the Worst Form of Child Labor in Bangladesh (Time Bound Program) (also supported by DFID, Norway, and USAID in partnership with UNICEF and ADB) (ILO amount: \$2.5 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Technical and Vocational Education and Training (TA with funding from EC) (\$22 million) • Non-formal Education (a component of child labor program)
UNFPA	<p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (UNFPA amount: \$2.4 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Life Skills Education for School Youth and Adolescents at Secondary Level (\$ 1 million) • Non-formal Education for Youths through Youth Clubs

Name of DP	Projects and Support Areas
B Bilateral Agencies	
Australia (AusAID)	<p>Ongoing</p> <ul style="list-style-type: none"> Parallel funding support to PEDP-II (in partnership with UNICEF) (AusAID amount: AUD \$28 million) Pre-Primary, Primary, Basic Education: BRAC Education Program AUD\$30 million Scholarships for Graduation and post-graduation courses in development related subjects for public and private sector, including indigenous
Belgium (DGIS)	<p>Completed</p> <ul style="list-style-type: none"> PESP/GEP (co-financed by many DPs) (DGIS amount: \$14 million)
Canada (CIDA)	<p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (Co-financed with 11DPs CIDA grant amount: Cdn\$61 million) Basic Education for Hard to Reach Urban Working Children Phase II (co-financed by SIDA and UNICEF) (CIDA grant amount: \$ 13.5 million) BRAC Education Program II (co-financed by DFID, Netherlands, Norway, NOVIB) (CIDA contribution amount: \$20 million) Livelihood Education for Adolescents Development (with USC) (\$5 million) Teaching Quality Improvement/TQI (co-financed by ADB) (CIDA grant amount: \$26 million)
Denmark (DANIDA)	<p>Ongoing</p> <ul style="list-style-type: none"> Support to Underprivileged Children's Education Program (UCEP) (\$9.8 million from DPs) (DANIDA amount: \$3.7 million)
UK (DFID)	<p>Completed</p> <ul style="list-style-type: none"> SPESP (co-financed by ODA-UK) (ODA amount: \$17 million) Effective Schools through Enhanced Educational Management (ESTEEM) under SPESP/PEPD-I (DFID amount: \$30 million) Basic Education for Hard to Reach Urban Children Phase I (co-financed by UNICEF) Support to UCEP Phases II-IV (co-financed with DANIDA, NORAD, SDC) Active Learning Core Project implemented by FIVDB (£ 2.11 million) <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (DFID amount: \$150 million) BRAC Education Program (co-financed by DFID, Netherlands, NORAD, NOVIP) (DFID amount: \$56.7 million) English in Action nine year programme (amount: £ 50 million) Support to Skills and Opportunities for Employment (SKOP) UICEP Phases V (co-
Germany (KfW and GTZ)	<ul style="list-style-type: none"> Primary School and Cyclone Shelter Construction Project and Comprehensive Primary Education Project under SPESP/PEPD-I (\$30 million)

Name of DP	Projects and Support Areas
Islamic Development Bank	<p>Completed</p> <ul style="list-style-type: none"> Parallel funding support to PEDP-I (\$10.3 million) <p>Ongoing</p> <ul style="list-style-type: none"> Construction of Madrasah Project (\$ 9.87 million) Construction of annex building of IDB Establishment of three girls polytechnic institutes as part of the GOVERNMENT -funded modernization of 20 polytechnic institutes and establishment of 18 new polytechnic institutes (\$ 0.63 million) Introduction of computer science in selected madrasahs in strengthening of the same course in selected secondary school project Introduction of dekhi vocational training into madrasahs (\$ 7.56 million)
Japan (JICA)	<p>Completed</p> <ul style="list-style-type: none"> Assistance to training for secondary-level science and math <p>Ongoing</p> <ul style="list-style-type: none"> Quality Improvement of Teacher Training on Science and Mathematics under PEDP-II (\$6.8million) Support for Non-formal education (JOCV)
The Netherlands	<p>Completed</p> <ul style="list-style-type: none"> Non-formal Education Project through BRAC Phase III and BRAC Education Program 2004– 2009 (co-financed by DFID, Netherlands, Norway, NOVIB) (Netherlands amount: \$ 63.24 million) <p>Ongoing</p> <ul style="list-style-type: none"> PEDP-II (SWAp with many DPs) (\$46.3 million) CAMPE: Quality Education Programme – formal and non-formal EUR 2.3 million BRAC University Institute of Education: Educational Research, Training and Advocacy Programme – All levels except post-secondary EUR 5.1 million Elimination of Child Labor (implemented through ILO) (\$10.2 million) BRAC Education Programme: Non-formal pre-primary, adolescent life skills, secondary teacher training EUR 18.75 million Friends in Village Development Bangladesh (FIVDB): non-formal pre-primary; functional adult literacy; skills training and livelihood training EUR
Norway (NORAD)	<p>Completed</p> <ul style="list-style-type: none"> Primary Education Development Project for Quality Improvement under SPESP/PEDP-I (NORAD amount: \$40 million) Female Education Stipend Program Phase 3 (NOK 25.0 million) Support to mobile libraries, World Literature Centre, 2002–2005 Support to UCEP Education for Indigenous Children through BRAC (NOK \$15 million) Education Puppet Development Program through national NGO (NOK 1.25 million) Democratizing Culture and Human Development (Mobile Library) (NOK 2 million) NFE 2 (co-financed with NORAD) PEDP-II (NORAD amount: \$40 million)

Name of DP	Projects and Support Areas
Switzerland (SDC)	<p>Completed</p> <ul style="list-style-type: none"> • NFEP (co-financed by ADB and IDA-WB) (SDC amount: \$3.8 million) • Post-Literacy and Continuing Education (co-financed by WB) (SDC amount: \$7 million) • Participatory learning and empowerment of adivashis through sustainable education (implemented through ASHRAI) (\$1.2 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Reaching Out of School Children Project (co-financed by WB) (SDC amount: \$1.5 million) • Ensuring equitable access to quality education for all; supporting quality improvement in education; promoting reforms in education policy, exploring innovations in skills development, through the GOVERNMENT , NGOs, and other institutions (BU-IED, CAMPE, UCEP, CMES and ASHRAI) • PLCEP (co-financed by ADB and DFID) (SDC amount: \$4 million)
Sweden (SIDA)	<p>Completed</p> <ul style="list-style-type: none"> • PESP/GEP (co-financed by many DPs) (SIDA amount: 14 million) • Intensive District Approach to Education for All under SPESP/PEDP-I (co-financed by UNICEF) (SIDA amount: \$ million) • Basic School System and Adolescent Girls Program (co-financed by SDC) (SIDA amount: \$1.9 million) • NFE 2 (co-financed by NORAD) • NFE 3 (co-financed by UNICEF and DFID) <p>Ongoing</p> <ul style="list-style-type: none"> • PEDP-II (SWAp with many DPs) (SIDA amount: \$29 million) • Support to NFE • Basic Education for Hard to Reach Urban Working Children Project Phase II (- by CIDA and UNICEF) (SIDA amount: \$ 21.85 million)
US (USAID)	<p>Completed</p> <ul style="list-style-type: none"> • CHT Children Opportunity for Learning Enhanced Project Phase II (implemented through CARE and 5 national NGOs) (\$591,086) • Dirha Suchana–Strong Beginning (implemented through SCF-US and FIVDB) (\$752,138) • Child Friendly Learning Community Leading to Improved Quality Education Project (implemented through PLAN and Dhaka Ahsania Mission) (\$891,161) • Sesame Street Bangladesh (\$6.26 million) <p>Ongoing</p> <ul style="list-style-type: none"> • Improving early childhood education and primary education through innovative learning models to include a mass media approach with Sesame television program (Sesame Street Bangladesh) (\$6.3 million) • Early Learning for School Success Program (implemented through SCF-
C. International NGOs	
SCF-US	<p>Ongoing</p> <ul style="list-style-type: none"> • Early Learning for School Success Program (funded by USAID) • Learner Alternatives for Vulnerable Children (Shikhon) Program (NFPE program funded by EC)

Name of DP	Projects and Support Areas
Concern World Wide	<p>Completed</p> <ul style="list-style-type: none"> • Community-Owned Primary Education <p>Ongoing</p> <ul style="list-style-type: none"> • Amader School Project
SCF-UK	<p>Ongoing</p> <ul style="list-style-type: none"> • Learner Alternatives for vulnerable children (Shikhon) program (NFPE funded by EC) (implemented with SCF-US) • Community-Based EMIS • Children Participation through Education • Pre-Primary, Primary: Mother tongue-based multilingual Education EUR 306.246 • Pre-Primary, Primary: Improved Educational Services for Children of Indigneous Groups in Chittagong Hill Tract EUR 403.498 • Primary: Education in Emergencies \$1.311.867 • TVET EUR 2.115.710
D National NGOs	
BRAC	<p>Completed</p> <ul style="list-style-type: none"> • Non-formal Education Project through BRAC Phase III and BRAC Education Program 2004– 2009 (co-financed by DFID, Netherlands, Norway, NOVIB) (Netherlands amount: \$ 63.24 million) • Education for Indigenous Children funded by NORAD (NOK \$15 million) <p>Ongoing</p> <ul style="list-style-type: none"> • BRAC Education Program (supported by CIDA, DFID, Netherlands, Norway, and NOVIB) (\$133.26 million) (DPs: \$128.49 million) • Non-formal Primary Education funded by AUSAID (\$8.69 million) • Pre-Primary, Primary, Basic Education: funded by AUSAID \$30 million • BRAC University Institute of Education: Educational Research, Training and Advocacy Programme – All levels except post-secondary EUR 5.1 million funded by Netherlands
Campaign for Popular Education	<p>Ongoing</p> <ul style="list-style-type: none"> • Quality Education for All (supported by SDC, Norway, and NOVIB) (Tk 159.7 million) • CAMPE: Quality Education Programme – formal and non-formal funded by Netherlands EUR 2.3 million • Ensuring equitable access to quality education for all; supporting quality improvement in education; promoting reforms in education policy, exploring innovations in skills development, through the
CMES	<p>Completed</p> <ul style="list-style-type: none"> • Basic School System and Adolescent Girls Program Phase III (funded by SIDA and SDC)
FIVDB	<p>Completed</p> <ul style="list-style-type: none"> • Active Learning Core Project (funded by DFID) (£ 2.11 million) Ongoing • Basic Education (supported by SCF-UK)
UCEP	<p>Completed</p> <ul style="list-style-type: none"> • Underprivileged Children’s Program–Phase V (funded by DANIDA, DFID, Norway, SDC, SCF-Denmark, and Sweden)

ADB = Asian Development Bank; AusAID = Australia Agency for International Development; BRAC = Bangladesh Rural Advancement Committee; CAMPE = Campaign for Popular Education; CHT = Chittagong Hill Tract; CIDA = Canadian International Development Agency; CMES = Centre for Mass Education and Science; dakhil = secondary level madrasah institution; DANIDA = Danish International Development Agency; DFID = Department for International Development; DP = development partner; EC = European Commission; EMIS = education management information system; FIVDB = Friends in Village Development in Bangladesh; GEP = General Education Project; THE GOVERNMENT = Government of Bangladesh; GTZ = Gesellschaft für Technische Zusammenarbeit; IDA = International Development Association; JICA = Japan International Cooperation Agency; JOCV = Japan Overseas Cooperation Volunteer, ILO = International Labor Organization, KfW = Kreditanstalt für Wiederaufbau; NFE = Non-formal education; NFEP = Non-formal Education Project; NFPE = Non-formal primary education; NGO = nongovernment organization; NORAD = Norwegian Agency for Development Cooperation; NOVIB = Nederlandse Organisatie Voor Internationale Bijstand; ODA = Overseas Development Authority; PE = primary education; PEDP-I = Primary Education Development Project; PEDP-II = Second Primary Education Development Project; PESP = Primary Education Sector Project; PLCEP = Post-Literacy and Continuing Education Project; SCF = Save the Children Foundation; SDC = Swiss Agency for Development Cooperation; SE = secondary education; SEDP = Secondary Education Development Project; SESIP = Secondary Education Sector Improvement Project; SIDA = Swedish International Development Agency; SME = small and medium enterprise; SPESP = Second Primary Education Sector Project; SWAp = subsector-wide approach; TA = technical assistance; TQISEP = Teaching Quality Improvement in Secondary Education Project; TVE = technical and vocational education; UCEP = Underprivileged Children's Program; UK = United Kingdom; UNDP = United Nations Development Programme; UNESCO = United Nations Educational, Scientific, and Cultural Organization; UNFPA = United Nations Population Fund; UNICEF = United Nations Children's Fund; US = United States; USAID = United States Agency for International Development; WB = World Bank; WFP = World Food Program.

ANNEX 3: PEDP3 GENDER AND INCLUSIVE EDUCATION ACTION PLAN

The Government of Bangladesh is committed to all children having access to and completing primary education without discrimination. PEDP3 has been designed to support the 2010 National Education Policy to provide quality primary education with equal opportunities for all children. Operationalizing this policy means identifying and minimizing barriers to children's participation in school. It also means creating an inclusive culture based on the principle that all learners have a right to education irrespective of their gender, individual characteristics, or differences.

Goal: The goal of the IE and Gender Action Plan under PEDP3 is to improve student learning outcomes and completion rates for both boys and girls through a gender-friendly and inclusive learning environment.

Progress and Issues: Bangladesh has achieved gender parity in enrolment and retention at the primary level, and has met the MDG goal in this area. PEDP II made progress in inclusive education; action plans were developed for gender issues, special needs children, vulnerable groups, and tribal children. PEDP II achievements include identifying and training school level IE focal persons. PEDP3 will build on PEDP II's Action Plans and achievements.

Nevertheless, there are gender and inclusive education issues that need to be addressed in order to improve learning outcomes and cycle completion. Some gender issues include boys withdrawn from school for employment and girls facing obstacles in the form of security, mobility, and low confidence. Some inclusive education issues include children from extremely poor families, children with disabilities, and developmentally delayed children either dropping out of school or remaining in school but failing to learn.

The PEDP3 Gender and IE Action Plan: Table 9.1 summarizes the inclusive education and gender actions for PEDP3. The table includes actions, recommendations, and guidance for addressing IE and gender issues. The gender elements of the IE and Gender Action Plan are a gender mainstreaming strategy expressed in operational terms.

Table 3.1 Gender and Inclusive Education Action Plan

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
Component I: Learning Outcomes		
All children acquire grade-wise and subject-wise expected learning outcomes or competencies		
1.1 Each Child Learns	<p>Gender</p> <ul style="list-style-type: none"> Promote learning in the classroom for girls and boys. <p>Inclusive Education</p> <ul style="list-style-type: none"> Teachers use screening tool and provide appropriate seating requirements for disabled children ADPEO (IE), URC instructors, AUEO, supervisors and head teachers advise and support teachers to accept all children without discrimination, ensure all are included in learning process and take appropriate action to ensure corporal punishment is abolished. Teachers use screening tool developed under PEDP II and provide appropriate seating requirements for disabled children 	Programme Division
1.2 School and classroom based assessment	<p>Gender</p> <ul style="list-style-type: none"> School and classroom based assessments benefit both boys and girls. 	Training Division in collaboration with Policy and Operations Division
1.3 Curriculum and textbook strengthened	<p>Gender</p> <ul style="list-style-type: none"> Review curriculum from gender perspectives and integrate “gender equality focused” elements. Teachers’ guides address gender aspects of revised curriculum. Textbook revision process includes inputs from IE and gender specialists. <p>Inclusive Education</p> <ul style="list-style-type: none"> Integrate inclusive issues and screening tool into teacher’s guides and provide teacher’s guides to all teachers. 	NCTB in collaboration with Policy and Operations Division
1.4 Production and Distribution of Textbooks		
1.5 ICT in Education	Gender	Policy and Operations

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	<ul style="list-style-type: none"> Encourage both boy and girl students to learn ICT in the school 	Division
1.6 Teachers' education and development	<p>Gender</p> <ul style="list-style-type: none"> Induction Training for new teachers includes women teachers Integrate the gender training curriculum in Dip-in – Ed, PTI training and other teacher training. <p>Inclusive Education</p> <ul style="list-style-type: none"> Head teachers, URC instructors and AUEOs provide supervision and direction to teachers to improve practice and ensure all children are included in the learning process. Revise classroom observation record to include tool to show levels of participation of students in lesson (gender disaggregated) and identify changes in practice. Head teacher and AUEO to provide feedback to teachers to raise awareness of practices and provide info to ADPEO (IE) to identify further training needs. Focal points to assist teachers to identify and support children with low achievement and/or learning difficulties. Include inclusive practices in teacher competencies and Dip in Ed curriculum Incorporate inclusive issues into the needs based teacher training and provide on-going support for changes in teaching practices for IE Include IE teaching practices in orientation training for newly recruited and untrained existing teachers with strategies for inclusion of all children. In-service training to provide strategies for teaching wide range of abilities and backgrounds. Develop further training and capacity building of focal points (at school and district levels) to provide them with skills to develop system for identification and support for children with learning difficulties/special needs According to need at school level allow for local collaboration to draw on experience and expertise of NGOs working with specific groups. Selected PTIs develop and provide specialist teacher training for disabled children. 	<p>Training Division in collaboration with Policy and Operations Division.</p> <p>Policy and Operations Division</p> <p>M&E Division</p> <p>Policy and Operations Division</p> <p>Training Division</p>

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
Component II Participation and Disparities		
2.1 Participation		
2.1.1 Second Chance Education	<p>Gender</p> <ul style="list-style-type: none"> Develop guidelines and mechanisms for NFE to provide second chance education ensuring full participation of all girls and boys 	BNFE
2.1.2 Pre-primary	<p>Gender</p> <ul style="list-style-type: none"> Establish PPE unit in line with the organizational needs of human resources promoting more women staff 	Policy and Operations Division
2.1.3 Mainstreaming Inclusive Education	<p>Gender</p> <ul style="list-style-type: none"> Review IE action plans (Tribal, minorities, disabled) from the gender perspectives, and issue required guidelines for implementation Ensure teachers' orientation addresses working with children of differential needs, background and abilities considering gender dimension <p>Inclusive Education</p> <ul style="list-style-type: none"> Nominated school focal points to assist teachers to identify children experiencing difficulties in learning and provide interventions to support these children in their learning. Screening for every child to be conducted on entry to school (Grade1) and in every grade once a year on Health days. Children identified to be referred to health specialist as required. Develop a toolkit to provide a guide to inclusion and strategies for identifying and supporting students with disabilities or learning difficulties to be produced together with a box of resources for classroom use for every school. Focal points to be trained to use toolkit and resource box and to offer increased levels of support to other teachers. AUEOs URC instructors and ADPEO (IE) trained to use toolkit and support schools in including all children in learning process. AUEOs to identify and keep record of teachers and parents in sub-cluster with experience of children with special needs. These to provide support and advice to others Systemic identification of need and development of 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p>

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	<p>specialist expertise to provide phased development of upazilas resource base to support sensory impaired children and offer more specialist support to children with special needs as required.</p> <ul style="list-style-type: none"> • Develop system to allow tribal children to be taught in mother tongue at least in pre-primary and early grade classes with Bangla being introduced in phased manner. Where teachers do not speak local languages provide schools resources to recruit classroom assistants to support children in their mother tongue. • Materials for MLE developed by NGOs and CHTDF to be reviewed for use with tribal children from appropriate language groups. • irrespective of their backgrounds or characteristics to ensure no child excluded from attending school within home catchment area. • Develop mechanisms to identify those children currently not counted – those in remote areas, disabled children, domestic workers, street children and other marginalised groups. • Ensure coverage in underserved areas, including urban slums through collaboration with NGOs and provision of single class schools in remote areas. • Teachers use screening tool and provide appropriate seating requirements for disabled children • Teachers use screening tool and provide appropriate seating requirements for disabled children 	
2.1.4 Education in Emergencies	<p>Gender</p> <ul style="list-style-type: none"> • Develop a strategy and action plan for addressing gender needs in continuing education in emergencies 	Policy and Operations Division
2.1.5 Communication and social mobilization	<p>Gender</p> <ul style="list-style-type: none"> • Address gender-biased practices in schools through social mobilization strategy. • Include messages on inclusiveness and gender equality in awareness raising programs <p>Inclusive Education</p> <ul style="list-style-type: none"> • Sustain and strengthen existing mass media campaign to raise awareness that all children have a right to receive appropriate, quality primary education within their locality. • Continue to raise awareness through IPT, Education Week, Meena day, local programs on IE, poster 	Policy and Operations Division

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	campaigns etc. <ul style="list-style-type: none"> Introduce package of support to enable children in urban slums to access and participate in primary education. 	
2.2 Disparities		
2.2.1 Targeted stipends	Gender <ul style="list-style-type: none"> Evaluate stipend program from gender perspective Address gender and inclusiveness issues in revised stipend guidelines and identify eligible boys and girls using revised guidelines 	Policy and Operations Division in collaboration with Planning Division
2.2.2 School health and school feeding	Gender <ul style="list-style-type: none"> Provide boys and girls with health check up and provide their parents with information on follow up care as needed 	Policy and Operations Division in collaboration with Planning Division
2.2.3 School physical environment	Gender <ul style="list-style-type: none"> Provide sufficient number of separate toilets for boys and girls Boys and girls participate in games and creative activities Inclusive Education <ul style="list-style-type: none"> Existing buildings and toilets to be adapted for accessibility on needs basis. 	Planning Division Policy and Operations Division
2.2.4 Needs-based Infrastructure development	Inclusive Education <ul style="list-style-type: none"> facilities to meet minimum standards, be accessible for people with disabilities and be located suitably for both boys and girls use 	Policy and Operations Division in collaboration with Planning Division
Component III Decentralization and Effectiveness		

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
3.1 Decentralization		
3.1.1 Field level offices strengthened	<p>Gender</p> <ul style="list-style-type: none"> • Address concerns of female staff in deployment and training at field levels. • Include gender and inclusive education objectives in field staff orientatio 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Administration Division</p>
3.1.2 Decentralized school management and governance	<p>Gender</p> <ul style="list-style-type: none"> • Include perspectives of female teachers and managers in capacity building plan and encourage their participation in capacity building activities. • Review SMC functions to include “gender responsiveness,” strengthen capacity of SMC and women members, ensure guidelines on male: female composition of SMC and other committees is followed. • Include gender issues in SLIPs, UPEPs and DPEPs where appropriate 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Planning Division</p>
	<p>Inclusive Education</p> <ul style="list-style-type: none"> • Hostels to be handed over to HDC on completion of construction. • Resources to be targeted to counter disadvantage through SLIP and UPEP. • Focus SLIPs on improving quality of teaching and learning, removing barriers some children face in participating and initiatives to support students with learning difficulties. Develop guidelines for School Self Assessment and provide key questions and criteria against equivalent standards (see above)by which schools can assess their own level of achievement. • Identify pockets of disparity in overall enrolment, achievement and retention; and between girls and boys and provide targeted interventions on a local basis. • Management guidelines to ensure children’s well-being to be developed. • SLIPs to include indicators for inclusion to guide discussion and planning . • SMC involvement in ensuring all children enrolled and attending regularly. 	<p>Policy and Operations Division</p> <p>Planning Division</p>

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	<ul style="list-style-type: none"> Identify procedures and strategies to ensure full participation and representation of all levels of community in SMC including women, and tribal and marginalised groups. 	
3.1.3 School-level leadership and development	<p>Gender</p> <ul style="list-style-type: none"> Clarify the roles of HTs as a leader to ensure education for all, “gender equality,” and inclusion. Address gender based needs of teachers and students in HT training <p>Inclusive Education</p> <ul style="list-style-type: none"> Teachers and head teachers promote positive attitudes to minimise parental and children’s stereo typing and discriminatory attitudes to marginalised groups. Head teacher competencies and training on instructional leadership to include IE. Inclusive orientation to be included in head teachers training. Increase numbers of AUEOs/URC instructors to provide one officer to cover 10-15 schools to ensure regular support to schools. Continue IE training for newly recruited officers. SMC chairmen provided with orientation training in IE. Schools and officials ensure corporal punishment and verbal abuse are not practiced and parents are informed that it will not be used. 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p> <p>Training Division</p> <p>Policy and Operations Division</p>
3.1.4 Organizational review and strengthening	<p>Gender</p> <ul style="list-style-type: none"> Use a gender perspective to review and adjust recommendations of the institutional review. Implement plans with objectives to develop institutional capacity on gender and inclusive education. 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>General Administration Division</p>
3.2 Effectiveness		
3.2.1 Grade V Terminal Exam	<p>Gender</p> <ul style="list-style-type: none"> Encourage all students (boys and girls) to complete their education by participating in terminal exams. Monitor progress in performance for boys and girls in 	<p>Policy and Operations</p>

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	completion exam.	Division
3.2.2 Teacher recruitment, promotion and deployment	<p>Gender</p> <ul style="list-style-type: none"> • Fill the quota for women teachers • Teacher performance management system addresses gender based needs and inclusiveness 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>General Administration Division</p>
3.2.3 Annual School Census	<p>Gender</p> <ul style="list-style-type: none"> • All data will be collected in a sex-disaggregated manner, to the extent possible • Analysis and report will include gender perspectives <p>Inclusive Education</p> <ul style="list-style-type: none"> • Routine data collection formats used in schools to be modified to record language groups of enrolled tribal children. 	M&E Division
3.2.4 National assessment of students	<p>Gender</p> <ul style="list-style-type: none"> • National Assessment results will be compiled in a sex-disaggregated manner 	M&E Division
Component IV: Planning and Management		
4.1 Programme Planning and Management		
4.1 PEDPIII management and governance	<p>Gender</p> <ul style="list-style-type: none"> • PEDP3 action plans will be consider gender implications <p>Inclusive Education</p> <ul style="list-style-type: none"> • Children to be included in mainstream schools wherever possible. • Collaboration with MoCHTA to ensure HDC responsibility for education in CHT. • Standards to be set and guidelines for implementation regulated to ensure equivalent curriculum with opportunities to transfer into the formal system. Opportunity to sit national examinations provided. • Targeted programs to be initiated for identified out of school groups of children and where there is no 	Programme Division and MoPME

Components and Result Areas	PEDP3 Activities	Responsibility for Implementation
	formal provision such as domestic workers, working children, children in urban slums, street children, children of sex workers, etc.	
4.2 PEDP3 Financial Management	<p>Gender</p> <ul style="list-style-type: none"> Advocate for more women to be involved in financial management 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Finance Division</p>
4.4 Strengthen monitoring functions	<p>Gender</p> <ul style="list-style-type: none"> Annual School Census and other assessments collect and use sex disaggregated data Gender based indicators and analysis are available for management decision making. <p>Inclusive Education</p> <ul style="list-style-type: none"> Conduct survey to identify numbers and types of disadvantaged children according to their need. 	M&E Division
4.5 Human resource development	<p>Gender</p> <ul style="list-style-type: none"> Ensure training needs assessment includes male and female staff at all levels Integrate gender training modules from PEDP II in HRD training Include promoting women to decision making positions in the HRDM plan. Fill the quota for women by recruiting and training women teachers and education managers 	<p>Policy and Operations Division</p> <p>in collaboration with</p> <p>Training Division, and</p> <p>General Administration Division</p>
4.6 Public private partnership	<p>Gender</p> <ul style="list-style-type: none"> Ensure gender perspectives are integrated into PPP guidelines 	Programme Division

The DPE Divisions and other agencies mentioned in the matrix will implement and monitor the Inclusive Education and Gender Action Plan. Adequate budget will be allocated to the extent possible.

Monitoring

Monitoring of the IE Action and Gender Action Plan will rely on existing sex-disaggregated data and gender-based analysis to the extent possible.

Progress in gender equity will be monitored by:

From the EMIS, annually

1. Numbers enrolled by sex,
2. Repeaters, by sex
3. Dropouts by sex
4. School survivors by sex
5. Grade V terminal exam scores by sex

Gender issues will be included in any special studies or periodic surveys on:

1. Attendance
2. School and classroom based assessment

Special qualitative studies may be conducted on:

1. Teachers awareness of, and responsiveness to, differing needs and issues for boys and for girls
2. Managers of the education system aware of, and responsive to, differing needs and issues for boys and for girls.

Summary

Under PEDP3, inclusive education aspires to go beyond each child's right to attend school, and endeavours to meet the learning needs of all children, including those from marginal groups. This approach not only develops the capacity of the school as a whole to serve all children, but also benefits society as a whole by nurturing positive, well-motivated citizens and recognising that everyone has a contribution to make.



**BANGLADESH: THIRD PRIMARY EDUCATION DEVELOPMENT
SUPPORT PROGRAM (PEDP III)**

June 2011

Prepared by

**Directorate of Primary Education
Ministry of Primary and Mass Education**

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH

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Abbreviations and Acronyms

ADB	Asian Development Bank
AusAID	Australian Agency for International Development
ARP	Abbreviated Resettlement Plan
CBO	Community-Based Organization
CHT	Chittagong Hill Tracts
CIDA	Canadian International Development Agency
CUL	Compensation-Under-Law
DC	Deputy Commissioner
DEO	District Education Officer
DfID	Department for International Development
DLAC	District Land Allocation Committee
DPE	Directorate of Primary Education
DP	Development Partners
EC	European Commission
GOB	Government of Bangladesh
GRC	Grievance Redress Committee
HCG	House Construction Grant
HTG	House Transfer Grant
IDA	International Development Association
IP	Indigenous People
IPP	Indigenous Peoples Plan
JICA	Japan International Cooperation Agency
LAP	Land Acquisition Proposal
MOPME	Ministry of Primary and Mass Education
NGO	Non-Government Organization
OM F1	ADB's Operational Manual, Section F1
OP 4.10	Operational Policy 4.10 on Indigenous Peoples
OP 4.12	Operational Policy 4.12 on Involuntary Resettlement
PAH	Project Affected Household
PAP	Project Affected Person
PEDP I	First Primary Education Development Program
PEDP II	Second Primary Education Development Program
PEDP III	Third Primary Education Development Program
RP	Resettlement Pan
SIDA	Swedish International Development Association
SMF	Social Management Framework

SPS	Safeguard Policy Statement 2009, ADB
SR2	ADB's Safeguard Requirements 2: Involuntary Resettlement
SR3	ADB's Safeguard Requirements 3: Indigenous Peoples
UEO	Upazila Education Officer
UNICEF	United Nations International Children's Education Fund
WB	World Bank

Definition of Selected Terms

Compensation: Payment made in cash to the project affected persons/households for the assets acquired for the program, which includes the compensation provided in the *Acquisition and Requisition of Immovable Property Ordinance 1982* and others stipulated in this Social Management Framework.

Compensation-Under-Law (CUL): Refers to the compensation assessed for the acquired lands and other assets, such as trees, houses/structures, etc., by different government agencies as per the methods provided in the Land Acquisition Ordinance, and paid by the Deputy Commissioners.

Consultation Framework: In view of their stakes and interests in the program, the framework is prepared to guide the program preparation team about who are to be discussed/ consulted about the overall program and its positive and negative social impact implications and to seek their inputs and feedback in the different stages of the project cycle.

Cut-off Dates: These are the dates on which censuses of the affected persons and their assets are taken. Assets like houses/structures and others, which are built, and the persons or groups claiming to be affected, after the cut-off dates, become ineligible for compensation and assistance. For private lands, these dates will however not constitute 'cut-off dates', if the legal Notice 3 is already issued before the censuses are taken. In such a situation, the Notice 3 dates are considered 'cut-off dates', as the acquisition ordinance prohibits changes in the appearance of the lands after issuance of Notice 3.

Entitlement: Refers to mitigation measures, which includes cash payments by DCs and DPE, as well as any non-cash measures stipulated in this SMF (e.g., allowing the affected persons to keep felled trees, salvageable building materials, etc.), for which compensation is already paid.

Indigenous Peoples: Unless they are already recognized, the Indigenous Peoples are identified in particular geographic areas based on these four characteristics: (i) self-identification as members of a distinct indigenous cultural group and recognition of this identity by others; (ii) collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories; (iii) customary cultural, economic, social, or political institutions that are separate from those of the dominant society and culture; and (iv) an indigenous language, often different from the official language of the country or region.

Involuntary Resettlement: The situation arises where the State's power of eminent domain requires people to acquiesce their rights to personal properties and re-build their lives and livelihood in the same or new locations.

Participation/Consultation: Defined as a continuous two-way communication process consisting of: "feed-forward" the information on the program's goals, objectives, scope and social impact implications to the program beneficiaries, and their "feed-back" on these issues (and more) to the policymakers and program designers. In addition to seeking feedback on program specific issues, participatory planning approach also serve the following objectives in all development programs: public relations, information dissemination and conflict resolution.

Physical Cultural Property: Includes monuments, structures, works of art, or sites of "outstanding universal value" from the historical, aesthetic, scientific, ethnological, or anthropological point of view, including unrecorded graveyards and burial sites, and unique

natural environmental features like canyons, forests and waterfalls. Within this broader definition, cultural property is defined as sites and structures having archaeological, paleontological, historical, architectural, or religious significance, and natural sites with cultural values.

Project-Affected Person/Household: Persons/households whose livelihood and living standards are adversely affected by acquisition of lands, houses and other assets, loss of income sources, and the like.

Rehabilitation: Refers to improving the living standards or at least re-establishing the previous living standards, which may include rebuilding the income earning capacity, physical relocation, rebuilding the social support and economic networks.

Relocation: Moving the project-affected households to new locations and providing them with housing, water supply and sanitation facilities, lands, schools and other social and healthcare infrastructure, depending on locations and scale of relocation. (Homestead losers may also relocate on their own in any location they choose.)

Replacement Cost: The World Bank's OP 4.12 on Involuntary Resettlement describes "replacement cost" as the method of valuation of assets that helps determine the amount sufficient to replace lost assets and cover transaction costs. In applying this method of valuation, depreciation of structures and assets are not taken into account. For losses that cannot easily be valued or compensated for in monetary terms (e.g., access to public services, customers, and suppliers; or to fishing, grazing, or forest areas), attempts are made to establish access to equivalent and culturally acceptable resources and earning opportunities. Where domestic law does not meet the standard of compensation at full replacement cost, compensation under domestic law is supplemented by additional measures necessary to meet the replacement cost standard.

Stakeholder: Refers to recognizable persons, and formal and informal groups who have direct and indirect stakes in the program, such as affected persons/households, squatters, local communities, local governments, community-based and civil society organizations, education advocates.

Top-Up Payment: Refers to DPE's payment in cases where the compensation-under-law (CUL) determined and paid by DCs falls short of the replacement costs/market prices of the affected lands and other assets. Top-up payment is made by the project authorities.

Executive Summary

A. Introduction

1. Bangladesh has progressed substantially in improving access to primary education particularly in the last two decades. The country has also achieved the Millennium Development Goal of gender parity in primary and secondary education. As per the Annual Sector Perform Report, 2010, gross and net enrollments in primary education have increased to from 93.7% and 87.2% in 2005 to 103.5% and 93.9% respectively in 2009. Despite progress, the primary education sub-sector faces several challenges in achieving the goal of equitable access to quality education for all. Various disadvantaged groups, particularly children from remote and vulnerable areas, poor, minority ethnic groups and urban slums do not have access to quality schooling. More than 10 types of schools under different institutions operate without a framework for common learning outcomes. It is estimated that 2-3 million children are out of school, despite various initiatives of the Government (stipends, school feeding, special projects). Ensuring access to quality education, particularly minimum learning outcomes to all as stipulated in the national curriculum and improved cycle completion, for those facing various forms of exclusion remain the biggest challenge. Due to poverty induced by natural calamities and other shocks, many families resort to non-formal and madrasa education, which do not follow a common standard framework.

2. The Government of Bangladesh in its draft National Strategy for Accelerated Poverty Reduction (NSAPR) for 2009-11 has identified education as key to poverty reduction. The NSAPR aims at ensuring completion of quality primary education for all children irrespective of social, geographic, gender, ethnic differentials as well as differential physical and mental capabilities. The National Plan of Action II (NPAII), 2003-2015, of the Government commits to the education for all (EFA) program and highlights the need for improving quality while retaining the focus on equitable access to basic education. The NSAPR and the NPAII reinforce the Government's Compulsory Primary Education Act of 1990. The NSAPR provides for different specific initiatives to ensure equitable access to quality education, retention and equity at the primary level for all: primary education stipend for children from poor families; expansion of non-formal education targeted to extreme poor and in remote areas; reduction of education divides in terms of contents and standards between different streams; coverage of underserved areas; improvement in equity of outcome through allocation of appropriate resources; need based program for physically challenged and other vulnerable children; and introduction of school feeding program.

3. The Second Primary Education Development Program (PEDPII) under the Ministry of Primary and Mass Education (MoPME), the first sub-sector wide approach jointly financed by the Government and 11 development partners (DPs), is addressing several aspects of the EFA goals. The Government, with support from the DPs, is developing a follow on program (PEDP III)⁶ based on the lessons learned and the government's priorities articulated in NPAII, NSAPR, NEP and other related documents. The Project Preparatory Technical Assistance (TA) with additional support from interested DPs is assisting the Government in undertaking an assessment including lessons learned, developing a macro plan for universal primary

⁶ The Government is calling the proposed program Third Primary Education Development Support Program

education and developing a proposal for the Primary Education Sector Development Program for the Government to be supported jointly by interested DPs. PEDP III aims to reinforce the ongoing reforms within a well developed policy framework based on lessons learned from PEDP II. The design will specifically address the inclusive education agenda with a focus on deepening reforms to address the needs of the poor and other excluded groups.

Background

4. This Social Management Framework (SMF) is proposed to deal with social safeguard issues that may arise during implementation of the PEDP III. The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME), Government of Bangladesh, is preparing PEDP III to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. The program will be implemented over a three-to-five year period with the support of a number of development partners (DPs) including the Asian Development Bank, AusAID, CIDA, DFID, EC, JICA, Netherlands, SIDA, UNICEF and the World Bank/IDA.

5. It is determined that the program will trigger the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3: Indigenous Peoples (SR3). Although it would finance school physical works, it is still not certain whether PEDP III will trigger OP 4.12 and SR2 on Involuntary Resettlement. MOPME/DPE has nevertheless decided that involuntary resettlement should also be taken into account in PEDP III. As such, consistent with the World Bank's Operational Policies and ADB's Safeguard Policy Statement (SPS⁷), and those of other (DPs), the SMF proposes principles, policies, guidelines and procedure to identify and address impact issues concerning indigenous peoples and involuntary resettlement. The SMF will apply to the PEDP III as a whole, and provide the bases to prepare and implement impact mitigation plans as and when school physical works are found to cause adverse impacts on indigenous peoples and others, including private landowners and public land users.

SMF Objectives

6. The SMF provides principles, policies, guidelines, and procedures to help MOPME/DPE to select, design and implement the school physical works to ensure that PEDP III,

- Enhances social outcomes of the activities implemented for individual schools;
- Identifies and mitigates adverse impacts that physical works might cause on people, which also include protection against loss of livelihood activities; and
- Ensures compliance with the social safeguard policies of World Bank, ADB, and other development partners on indigenous peoples and involuntary resettlement.

⁷ To be followed as per ADB's Operational Manual, section F1 (OM F1)

Program Components & Social Safeguard Issues

7. Proposed Major Activities of PEDP III are:
- Provide quality pre primary education of one year to all children aged 5-6 years
 - Mainstream inclusive education
 - Provide primary education in flexible setting to children who dropped out of school or have no access to a formal primary school
 - Provide stipends to increase enrollment & completion in primary education
 - To support children's improved health and nutrition in contribution to improved achievement and attendance in school
 - Provide sufficient schools/classrooms to allow universal access; schools to meet standards in quality hygiene, water and sanitation
 - Address education in emergency through mitigating the impact of disaster
 - Develop of Primary and Pre-Primary curriculum
 - Develop and distribute new teaching-learning materials (TLM) including textbooks
 - Improve quality of teachers through training
 - Enhance effective training deliveries of PTI through technical support
 - Develop capacity of school management committees through training workshops

8. Among other activities proposed to promote inclusive education, Universal Access component of the program includes development of school physical facilities. Prog3 will support DPE to reconstruct 2,700 schools in Government Primary Schools (GPS), Registered Non-Government Primary Schools (RNGPS) and community schools. An additional 34,070 classrooms in Government Primary Schools and Registered Nongovernment Primary Schools, 40,000 tube-wells, 94,893 toilets and furniture for 8,000 classrooms will be required to meet the minimum requirements. Grants for schools will also include a sum for maintenance and repair of school buildings. With GOB funds, DPE has also planned to build 1,500 new schools as a separate complimentary activity.

9. Social safeguard issues may arise due to extension of existing and creation of new physical facilities. The existing schools that would require improvements, as well as the need for and location of new schools, would be identified during program preparation and implementation. Land requirements and availability — which would vary from one school to another in terms of scope of civil works and, more importantly availability of land under schools' ownership — could not be determined until specific schools are identified and civil work needs assessed. Regardless land-related issues and impacts for individual schools are not expected to be significant.

School Selection Guidelines

10. In view of the SMF objectives, MOPME/DPE will undertake a number of suggested tasks while selecting schools for expansion and new construction. MOPME/DPE will not however undertake school physical works that have attributes as those described in this list:

That will affect IPs with long-term negative consequences in the following manner:

- Threaten their cultural tradition and way of life

- May severely restrict access to common property resources and livelihood activities
- May affect places/objects of cultural and religious significance (places of worship, ancestral burial grounds, etc.)

That will (anywhere in the country, including areas inhabited by IPs),

- Require involuntary land donation, “contribution against compensation” and purchases that are not offered on “willing buyer-seller” basis
- Affect private homesteads
- Render households using public lands homeless
- Significantly restrict access to common property resources and livelihood activities of groups and communities
- Cause adverse impacts on physical cultural resources like buildings and objects that bear cultural and historical significance (ref: World Bank’s *OP 4.11 on Physical Cultural Resources*).

Screening & Mitigation Guidelines

11. Where screening results indicate potentials of adverse impacts, MOPME/DPE’s action on a school will be consistent with the following sets of guidelines.

- **Framework for Indigenous Peoples 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 (Section B, pages 11-19 of SMF); and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition Ordinance, 1982, 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 (Section C, pages 20-31 of SMF).

Institutional & Implementation Arrangements

12. DPE will supervise and monitor SMF implementation. At the local level, Upazila Education Officer (UEO), who is a member of the Upazila Education Committees, will perform all process tasks specified in the SMF, especially those related to obtaining lands from private and public ownerships, as well as those related indigenous peoples. As to monitoring, UEOs will directly provide DPE the up-to-date monthly information on all activities undertaken to obtain lands and those related to civil works for individual schools. DPE will in turn process it for the entire program and share with the Bank and other DPs on a quarterly basis. Jointly with DPE, the development partners will evaluate the year’s progress during the Joint Annual Review Mission. DPE will set up computerized databases that will include district-wise information on planned civil works, community consultations, options used to obtain lands, purchase and acquisition and compensation payment, as well as others needed to implement the SMF.

Grievance Redress

13. MOPME/DPE will establish a transparent procedure at upazila level to answer queries related to Prog3 and schools undertaken for expansion/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. 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) decision will however not pre-empt a complainant's right to go seek resolution in the courts of law. However, a decision agreed at any level of hearing would be binding on DPE. (For membership composition of the GRC and other details, please see page 8 of the SMF.)

A. PEDP3: SOCIAL SAFEGUARD ISSUES AND IMPLICATIONS

Background

1. This Social Management Framework is adopted to deal with social safeguard issues that may arise during implementation of the Third Primary Education Development Support Program (PEDP III). To build on the achievements made under PEDP I and PEDP II, the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME), Government of Bangladesh, is preparing Prog3 to further improve the country's primary education system and to provide quality education to all Bangladeshi children in every classroom. It is aimed, among other improvements, at making primary education inclusive and accessible to all, achieving full enrolment of all school-age children by 2015; improve the measurement of student learning and the quality of the teaching environment, as well as significantly increasing the completion rate of primary education. The program, which is expected to start in July 2011, will be implemented over a three-to-five year period with the support of a number of development partners including the Asian Development Bank(ADB), Australia's Overseas Aid Program (AusAID), Canadian International Development Agency (CIDA), Department for International Development of the United Kingdom (DFID), European Commission (EC), Japan International Cooperation Agency (JICA), the Netherlands Government, Swedish International Development Agency (SIDA), United Nations Children's Fund (UNICEF) and the World Bank/International Development Association (WB/IDA).

2. Because of its activities in areas inhabited by indigenous peoples, especially the Chittagong Hill Tracts (CHT), PEDP II applied the World Bank's Operational Policy on Indigenous Peoples (OP 4.10) and ADB's Safeguard Requirements 3 (SR3) on Indigenous Peoples⁸. OP 4.10 and SR3 will also apply to PEDP III activities which will continue in these areas. It is still not certain whether or not PEDP III will trigger OP 4.12 and SR2⁹ on Involuntary Resettlement. PEDP II did not trigger OP 4.12 because lands, wherever needed, were provided by the beneficiary communities. It is expected that local communities will continue to actively participate in Prog3 in the way of contributing lands. Nevertheless, given the urgency of the program objectives – especially expansion and creation of physical facilities required for full enrolment of all school-age children – DPE has decided that involuntary resettlement should also be taken into account in Prog3 preparation.

3. Accordingly, this Social Management Framework (SMF) is aimed at dealing with safeguard issues that may arise during PEDPIII implementation throughout the country, including the areas populated by indigenous peoples (IPs). Consistent with the World Bank's Operational Policies, ADB's SPS, and similar documents of other development partners, the SMF proposes principles, policies, guidelines and procedure to identify and address impact issues concerning indigenous peoples and involuntary resettlement. The SMF will apply to the PEDPIII as a whole, and provide the bases to prepare and implement impact mitigation plans as and when school physical works are found to cause adverse impacts on indigenous peoples, as well as private landowners and public land users.

⁸ Appendix 3 of ADB's Safeguard Policy Statement (SPS) 2009

⁹ Safeguard Requirements 2: Involuntary Resettlement, Appendix 2 of SPS 2009

4. Section A of this framework outlines the objectives of the SMF, physical activities (hereinafter “subproject” is also used to mean a school that may involve any type of civil works) under PEDP III 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 OP 4.10, OP 4.12, SR2, and SR3. Sections B and C provide respectively the guidelines and procedure for Indigenous Peoples Plan, and those for identifying and addressing the involuntary resettlement issues and impacts.

SMF Objectives

5. The principles, policies, guidelines, and procedures proposed in this SMF are to help DPE to select, design and implement the subprojects to ensure that PEDPIII,

- Enhances social outcomes of the activities implemented under the individual subprojects;
- Identifies and mitigates adverse impacts that the individual subprojects might cause on people, which also include protection against loss of livelihood activities; and
- Ensures compliance with the social safeguards policies of World Bank, ADB, and other development partners on indigenous peoples and involuntary resettlement.

Program Components & Social Safeguard Issues

6. Prog3 is comprised of the following four key areas: (a) *Universal Access* – would aim to improve access to quality schooling with a particular focus on the poorest and the disadvantaged; (b) *Quality of Teaching and Student Learning* – would aim to improve the quality of teaching, the learning environment and student learning; (c) *Institutional Strengthening* – would aim to improve the efficiency and effectiveness of education service delivery; and (d) *Program Planning and Management* – which aims to improve education sector management and policy development, and strengthening monitoring and evaluation, including for student learning.

7. Each key area consists of several activities which would together address various development and management issues involved in the primary education subsector. Of the four key areas, Universal Access will address various issues that keep many school-age children out of the primary education system. It includes, among other activities, formulating and implementing an action plan to mainstream the disadvantaged children; revamping and implementing a stipends program for poor children; school health and nutrition program; and improving the school physical facilities. All of these are intended to facilitate universal access and sustenance of inclusive education of children who now remain excluded from the system for various socioeconomic reasons. Activities included in the other three components would support and help achieving this goal.

8. School physical facilities will be extended/renovated and created anew to allow for improved learning environment and enhanced capacity for student enrolment in general, as well as those needed to ensure mainstreaming of disadvantaged children into the system. Improved learning environment in general would require various physical improvements in many of the existing schools, including provision of separate toilets for boys and girls, arsenic-free water supply and the like. Increased enrolment and accessibility would require expansion of current enrolment capacity of many existing schools, and building new schools in areas where they are presently nonexistent or not adequate in number and capacity to cater to the school-age children.

9. To facilitate inclusive education focusing on poor and working children, girls, tribal and religious minorities, disabled, children with special needs, and refugee children, there would also be a need – in addition to stipend, and school feeding and health and nutrition programs – to provide certain facilities to the existing and new schools in remote areas. Many schools in the cyclone-affected coastal regions will be rebuilt with expanded classroom capacity, and new schools combined with cyclone shelters for use by the local communities. To cope with remoteness, transportation difficulties and the prevailing security risks in the Chittagong Hill Tracts (CHT), which are home to the largest proportion of the country’s indigenous population, residential hostels for students and teachers are likely to be added to some of the existing schools and new schools will be built with the same facilities.

10. School physical works have however been prioritized in terms of needs. Based on a preliminary assessment of needs based infrastructure construction or reconstruction requirements, PROG3 will support DPE to reconstruct 2,700 schools in Government Primary Schools (GPS), Registered Non-Government Primary Schools (RNGPS) and community schools. An additional 34,070 classrooms in GPS and RNGPS, 40,000 tube-wells, 94,893 toilets and furniture for 8,000 classrooms will be required to meet the minimum requirements. Grants for schools will also include a sum for maintenance and repair of school buildings. With GOB funds, DPE has also planned to build 1,500 new schools as a separate complimentary activity. But there is still no decision whether this would also be done under PROG3.

11. DPE expects that all physical works, including those for additional classrooms, will all be carried out within the existing compound, that is, on lands owned by the schools. However, land requirements and availability, which would vary from one school to another, could not be determined until the specific schools are identified and the civil works needs assessed. Where structural designs permit enrolment capacity might as well be expanded by adding additional classrooms on top of the existing buildings, instead of building them on the ground. But it is unlikely that this would materialize for all schools requiring classroom extensions. The site for the NAPE is yet to be selected, but it is assumed that the facility would involve substantial acquisition of private lands. Although they would be funded by GOB, sites of the 1,500 new schools also remain to be selected. As being planned, in keeping with the sector wide approach, land needs would be determined on a case-by-case basis, based on school location and the lands presently available. As of now it is assumed that other than those for the NAPE, land-related issues and impacts for the individual schools are not expected to be significant.

School Selection Guidelines

12. In keeping with the SMF objectives to enhance their social or intended outcomes, DPE will adhere to the following guidelines for expansion of existing and construction of new schools.

- For schools that will require additional lands for expansion and for those that will be built anew, DPE will undertake community/stakeholder consultations prior to their inclusion in the works program. In addition to those for mobilizing community support for children’s education, the other important objective of these consultations would be to determine (i) if the communities and/or well-to-do individuals / families can make the required lands available on donation; (ii) whether the lands could be purchased directly on “willing buyer-seller” basis; or (iii) whether the lands will have to be obtained through legal acquisition.
- Consultation topics would include, among other issues, the (i) objectives of PEDPIII as a whole and those of physical works required for the schools; (ii) social safeguard implications of using private and public lands; (iii) identification of individuals / families who could be convinced by DPE and community for land donation; (iv) availability of public

lands in the area which could be used for new schools; and (v) any other issues that would help to avoid acquisition and yet would somehow make the land available.

- To the extent feasible, DPE will try to (i) avoid 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 will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A1) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

13. DPE will not undertake school physical works that have attributes as those described in the list below.

That will affect IPs with long-term negative consequences in the following manner:

- Threaten cultural tradition and way of life
- May severely restrict access to common property resources and livelihood activities
- May affect places/objects of cultural and religious significance (places of worship, ancestral burial grounds, etc.)

That will (anywhere in the country, including areas inhabited by IPs),

- Require involuntary land donation, and purchases that are not offered on “willing buyer-seller” basis
- Affect private homesteads
- Render households using public lands homeless
- Affect mosques, temples, graveyards, cremation grounds, and other places/objects that are of religious and cultural significance
- Significantly restrict access to common property resources and livelihood activities of groups and communities

Screening & Mitigation Guidelines

14. The screening exercise will basically examine whether or not the physical works proposed for the individual schools are in accord with the above school selection guidelines and identify any safeguard issues and what are needed to address them. Screening will also inform DPE about the ownership of the lands required for the civil works and how they might possibly be obtained, and what might transpire in terms of safeguard impact mitigation. In view of the screening results, DPE’s action on a school will be consistent with the following sets of guidelines.

- **Framework for Indigenous Peoples Plan.** Consistent with OP 4.10 and SR3, it provides principles and guidelines to identify and deal with adverse impacts on indigenous peoples, and a consultation framework for adoption of mitigation and development measures, where school physical works would adversely affect IPs (Section B); and
- **Guidelines for Land Use & Impact Mitigation.** Consistent with the Bangladesh Land Acquisition, 1982, OP 4.12, and SR2 it provides principles, policies and guidelines for use of public and private lands and adverse impact mitigation; impact mitigation measures and

standards; mitigation plan requirements and preparation process; and implementation and monitoring arrangements for mitigation plans (Section C).

Community/Stakeholder Consultations Strategy

15. Community and stakeholder consultations in this section are primarily aimed at community provision of land for expansion of existing and construction of new schools. The main objective is to explore how lands for schools could be obtained without going for time-consuming, cumbersome acquisition under the 1982 ordinance. (Consultation objectives and procedures for preparation and implementation of Indigenous Peoples Plan and Resettlement Plan are outlined in Sections B and C.)

16. Tasks in this respect may vary from one school/location to another depending on information DPE or Upazila Education Officer (UEO) may already have about the required improvements, need for new schools and, most of all, land availability. Where no such information is available with DPE/UEO, civil works for existing and new schools, including locations, will also be decided through consultations with the beneficiary communities and other stakeholders like local governments (Union Parishads, Poursabhas (Municipal Committee), and Upazila Parishads); civil society organizations like NGOs and community-based organizations (CBOs); and others who may have been engaged in education advocacy.¹⁰

17. These consultation meetings will be open and ensure free expression of interests and concerns by all participants.¹¹ While discussing the project objectives and gathering community inputs/feedbacks, consultations will have a strategic focus on land availability status for the improvements required for existing and construction of new schools. The consultation topics will generally include Prog3 objectives relating to primary education; needs for improving / expanding existing and building new schools; land requirements and availability; community inputs/feedback on program objectives and land needs; community's rights and responsibilities in this regard, and those of the DPE, UEO, DPs and other agencies participating in program design and implementation. At least 30% of the community people should be women who would participate in the consultation in the planning process, implementation and monitoring.

18. An important part of the consultation meetings would be joint verification with the communities and other stakeholders of land availability on the ground, and identification of an

¹⁰ Each Upazila has a Upazila Education Committee (UEC), chaired by the Chairman of the Upazila Parishad. Among others, its membership consists of Upazila Nirbahi Officer, Upazila Education Officer, Upazila Engineer of LGED, Union Parishad Chairmen, and persons known to advocate development of education. The UEC will identify the needs for improvement of existing schools and need and location of new schools in the Upazila. Working through the Union Parishad, the committee will deal with the land availability issues and determine how the required lands, if any, would be obtained.

¹¹ Consultation is defined as a continuous two-way communication process consisting of: "feed-forward" the information on the program's goals, objectives, scope and social impact implications to the program beneficiaries, and their "feed-back" on these issues (and more) to the policymakers and program designers. In addition to seeking feedback on program specific issues, participatory planning approach also serve the following objectives in all development programs: public relations, information dissemination and conflict resolution.

option as to how the required lands could be obtained and the social issues, if any, could be addressed. For existing and new schools, DPE/UEO and the participants will address the land availability issues as specified below.

19. Lands for Existing Schools

- Will verify whether or not the existing school premise has enough land to accommodate the additional classrooms, separate toilets for boys and girls and carry out any other land-based improvements.
- Where lands available within the school premise are not adequate, the verifiers will identify owners of the lands adjacent to the schools, particularly of which that would be most suited for the required civil works. In consulting the concerned landowners, they will explore the following sequenced options with much greater emphasis on the first. (These options are elaborated in Section C of the SMF).
 - Voluntary Donation: Whether the landowners would be willing to donate the required land area on voluntary basis. (This may require a good deal persuasion by DPE/UEO and the communities.)
 - Purchase on “Willing Buyer-Seller” Basis: As an alternative to time-consuming acquisition, whether the landowners would offer the land on “willing buyer-seller” basis to DPE at current a market price or at a price acceptable to them.
 - Legal Acquisition: Where none of these above two options works, DPE may decide for acquisition depending on how important the civil works are. (The verifiers will inform the landowners about the long and complex legal process in claiming compensation from the acquisition authority.)

20. For existing schools, consultations will place most emphasis on voluntary donation and direct purchase on “willing buyer-seller” basis. There are specific guidelines in Section C for obtaining lands by using these two methods, and the persons leading consultations should be thoroughly aware of them.

Lands for New Schools

21. Wherever available, DPE’s priority will be to build new schools, with and without cyclone shelters or dormitories, on khas and other available public lands. All other options will also be explored before resorting to acquisition. Local verification and consultations will include the following tasks.

- With the help of local community and UP/Municipality, will search for khas and other unused public lands in the area where a new school is to be built.¹² Wherever feasible, alternative locations – within reasonable distance – will also be considered to take advantage of using public lands.

¹² Records of khas may or may not be available with the district land administration or at the upazila level. Most often khas lands in the rural areas, which are not significant in amount, are occupied illegally by local influential persons. On the other hand, lands belonging to other GOB agencies can be easily identified often because of their presence in the locality.

- In cases where private lands must be used, DPE will choose the school locations (i) to avoid lands that belong to small and marginal landowners; and (ii) where lands could be obtained through voluntary donation and direct purchase (that is, without acquisition).

22. Where a decision is reached as to how lands could be obtained, DPE will also examine whether the civil works would involve any social safeguard issues. During physical verification they, together with the community members, will record the information sought in the screening form provided in Annex A1.

23. Identification of appropriate sites and resolution of land issues may require multiple rounds of consultation and persuasion of potential donors and sellers, and following up on making lands available for civil works. As noted earlier, a school will be included in the civil works program only after the land availability issues are resolved. As such another crucial factor is consultation timing, which will largely depend upon the knowledge and information the DPE/UEO may have on particular schools at any stage of the program preparation and implementation.

Institutional & Implementation Arrangements

24. DPE will ensure that the SMF is implemented in its entirety or to the extent applicable. As described above and as follows in Sections B and C, there are several major tasks that are to be performed by DPE and/or other entities which will assist them to prepare and implement the civil works programs. Following identification of the schools for expansion and location of new schools, the major tasks are:

- *Community and stakeholder consultations*, which will provide information on land availability and IP¹³ issues. *The specific tasks may include those described in paragraphs 19 to 21.*
- *Organizing the consultation* meetings informing the communities and other stakeholders and organizations. Tasks will consists of:
 - a) Identification of potential land donors, as well as those who might sell on willing buyer-seller basis.
 - b) Following up with the landowners who would offer lands under the two options (other than acquisition) and legal transfer of ownerships.
 - c) Search and identification of suitable public lands for new schools, contacting the landowning agencies and following up on obtaining permission.
- *Social safeguard screening.* Upazila Education Officer (UEO) will screen the chosen subprojects, in association with key community members, including the landowners.
- *Safeguard impact assessment, and preparation and implementation of impact mitigation plans*, such as IPPs and RPs/ARPs, where public lands will be taken back from authorized/unauthorized private uses and/or private lands acquired). DPE will require specialized consulting assistance to perform these tasks, either individual consultants or a consulting firm.

25. In cases of private land acquisition, major tasks are:

- Preparation of land acquisition proposals (LAPs) as per standard requirements of the acquisition authority.

¹³ As applicable

- LAP submission to Deputy Commissioners (DCs – heads of the Acquiring Bodies) and following up on DLAC (District Land Allocation Committee) approval.
- Following up with the land acquisition authority, which will consist of major legal steps, including compensation payment.
- Compensation payment by DPE itself (explained in Section C).

26. DPE will supervise and monitor SMF implementation. At the local level, Upazila Education Officer (UEO), who is a member of the Upazila Education Committees, will perform all process tasks specified in the SMF, especially those related to obtaining lands from private and public ownerships, as well as those concerning indigenous peoples. As to monitoring, UEOs will directly provide DPE the up-to-date monthly information on all activities undertaken to obtain lands and those related to civil works for individual schools. DPE will in turn process it for the entire program and share with the Banks and other DPs on a quarterly basis. Jointly with DPE, the DPs will evaluate the year's progress during the Joint Annual Review Mission. DPE will set up computerized databases that will include district-wise information on planned civil works, community consultations, options used to obtain lands, purchase and acquisition and compensation payment, as well as others needed to implement the SMF.

27. DPE will hand over the land for construction to the civil works Implementing Agency (IA) after compliance of all safeguard requirements on IR and IP. DPE must have a MOU with the IA with the specific condition that "No contract of civil works would be awarded without 100% compliance of SPS for the construction site."

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

Monitoring and Evaluation

29. Monitoring will consist of all major activities required to obtain lands according to the suggested options; identification of social impacts; and preparation and implementation of the appropriate impact mitigation plans. In addition to community/stakeholder consultations, the following activities will be monitored on a routine basis.

- *Social safeguard screening* of the proposed school sites to determine whether or not, or the extent to which, SMF provisions would apply for the individual schools.
- *Impact assessment* wherever required to prepare and implement the required impact mitigation plans like RPs/ARPs and IPPs.
- *Execution of legal instruments* in cases where lands would be obtained on voluntary donation, or through purchase on a "willing buyer-seller basis".
- *Where lands would be acquired*, major legal steps in the acquisition process, including compensation payment by DCs and DPE.

30. An independent review will be carried out to assess how effectively the SMF guidelines have been followed to obtain lands on donation and purchase as well as through acquisition;

prepare and implement the impact mitigation plans, and assess efficacy of the provisions adopted in the SMF. The timing of the review will be jointly decided by DPE and the development partners, including the World Bank.

Grievance Redress

31. DPE will establish a procedure to answer queries related to PEDP III 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; and the like. 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) decision will however not pre-empt the complainant’s right to seek resolution in the courts of law.

32. DPE will constitute GRC 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 indigenous peoples will take into account any traditional conflict resolutions arrangements that are in practice. The GRC are proposed to have the following memberships:

Upazila Education Officer (UEO)	Convenor
Union Parishad Member (or Ward Commissioner) from Complainant’s Ward	Member
Headman/ Leader of the local IP community ¹⁴	Member
Representative of a Local or National NGO	Member
Headmaster of the High School of the Complainant’s Ward/Area	Member
Headmaster of the Primary School of the Complainant’s Ward/Area	Member
A Professor of College in the Upazila Headquarters (Nominated by Principal)	Member
A Representative of the Program Consultant	Member Secretary

If the aggrieved person/complainant is a woman, the GRC convenor will ask a female UP / Municipality Member to participate in the hearing.

33. During community/stakeholder consultations in Chittagong Hill Tracts and other areas that are significantly inhabited by indigenous peoples, DPE will identify any existing traditional conflict resolution mechanisms. If they exist and indigenous peoples intend, the GRCs will include two persons from such ‘traditional conflict resolution bodies’ to replace the two headmasters of the high school and primary school.

34. If resolution attempts at the upazila level fail, the UEO will refer the complaints to DEO along with the minutes of the hearings. If a decision made at this level is found unacceptable by the aggrieved person, DEO can refer the case to DPE with the minutes of the hearings at both upazila and district levels. A decision agreed with the aggrieved person at any level of hearing will be binding on the DPE.

¹⁴ Applicable only for areas having substantial adverse impact on IP community

35. To ensure impartiality and transparency, hearings on complaints will remain open to the public. The GRCs will record the details of the complaints and the reasons that led to acceptance or rejection of the particular cases. The UEO will keep records of all resolved and unresolved complaints and grievances and make them available for review as and when asked for by DPE, IDA and other development partners and any entities interested in the program.

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

Capacity Building

37. DPE has very limited institutional capacity to implement the SMF, especially the provisions dealing with the issues related to land availability and impact mitigation. Under PEDP II, school physical works were carried out on lands provided by the beneficiary communities. While community provision still remains a strong possibility, DPE has nevertheless planned to organize specific capacity-building training programs in the first year of Prog3 implementation. These programs will train key DPE staff and UEOs, who would be directly involved in implementation, in the concepts and interpretations of the policies and guidelines adopted in the SMF. All training programs will be supported by PEDP3.

Budget and Financing

38. As required by the World Bank’s project financing policy and SPS of ADB, DPE will pay for the costs of lands, as well as those of impact mitigation activities mentioned in Section B and C. These costs are expected to vary a great deal depending on how lands are obtained and the nature and scale of impacts they might cause. All of these would remain largely unknown until the civil works are proposed for specific schools. As a result, presently there are no realistic bases to propose a IP budget. Under the circumstances, it is proposed that,

DPE will ensure availability of funds to pay for the lands that might be purchased directly or acquired under the 1982 ordinance and compensation for any kind of economic displacement. Detailed budgets will be included in IPPs, as and when they prepared to deal with resettlement issues.

SMF Approval and Disclosure (This section will be revised after SMF approval)

39. As required by the development partners’ project financing policy, the SMF will be subjected to review and clearance by the designated regional sector unit of the World Bank, ADB, and other DPs, and formally agreed with the Government of Bangladesh before the program appraisal. DPE will share the impact mitigation plans – as and when required and prepared for any subproject/school – for review and clearance by IDA, and ADB.

40. Launching a web portal for dissemination of information on progress and monitoring of safeguard issues would be initiated. Cost of the additional measures (Database administration and web administration) requires being included.

41. DPE will disclose a Bangla translation of the SMF to the public in Bangladesh by notifying in two newspapers, one in Bangla and other in English, and make it available in its web site as well as in its district and upazila offices. The World Bank will make the SMF available at its Country Office Information Center and InfoShop. The SMF will also be posted in the ADB website.

B. PROG3: FRAMEWORK FOR INDIGENOUS PEOPLES PLAN

Background

1. With a population of some 160 million and a land area of approximately 144000 square kilometers, Bangladesh is densely populated. It is the third largest Muslim majority country of the world. More significant, Bangladesh has the third largest population of poor people; according to the United Nations, 40 per cent of Bangladeshis live below the poverty line (2006). Over 85% of the population is Bengali Muslims; the remaining 15% are Hindu, with a very small numbers are Christians and Buddhists. Indigenous peoples (IPs)¹⁵ comprise about less than 1% (3 million)¹⁶ of the population of Bangladesh living mainly in the Chittagong Hill Tracts (CHT) and in rural communities in Mymensingh, Sylhet, Dinajpur and Rajshahi. There are 45 recognized distinct different ethnic groups living in 28 districts of Bangladesh. Of the 45 tribes 13 are living in 3 CHT districts: Khagrachari, Rangamati and Bandarban. The 13 indigenous groups 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. The other 32 tribes are scattered in 25 districts although there is good concentration of Garos in greater Mymensingh and Gazipur and of Santals in greater Rajshahi district. There is lack of information on their socioeconomic indicators. Indigenous communities largely speak Tibeto-Burman languages.

2. 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

3. In Rangamati and Khagrachari, substantial parts of which have long been submerged by the Kaptai Hydroelectric Project, many of the IPs lives on hilltops that dot the vast expanse of waters. For them small country boats are the only means of transportation to go anywhere and send their children to schools, some of which are quite far away from home. Lack of basic infrastructures also makes it very difficult to recruit and retain teachers for schools that are located in the remote areas. Under PEDP II a Plan for *Expanding Education of Tribal Children* (EETC) was developed for extension and rehabilitation of the existing government schools for the out-of-school children; capacity building of indigenous/tribal institutions; social mobilization to motivate parents to send children to school; supplementary reading materials development in indigenous language; and recruitment and training of teachers in the hill tracts.

4. PEDP III aims to address some of these issues within the context of the four key areas proposed to undertake. The program will also examine the extent to which EETC activities have

¹⁵ The Government uses the term "adivasi/ethnic minority" in its Poverty Reduction Strategy Paper.

¹⁶ According to the 1991 census, there were 1.2 million indigenous peoples belonging to some 29 tribes. Both figures are however disputed by the indigenous peoples. According to their estimates IP population in the country are nearly 3 million who belong to 45 tribes.

been implemented and incorporate any necessary modifications in view of the lessons learned under PEDP II. The PEDP III component on *Universal Access* that aims to promote inclusive primary education has a particular focus on CHT. As in the plains districts, many schools in the region will see improvements in the form of additional classrooms, separate toilets for boys and girls, clean water supply and those needed for a quality learning environment. To address the current accessibility constraints, especially in the remote areas of the region, DPE plans to provide residential facilities for children and teachers. Depending on location and need, dormitories for students and teachers are likely to be added to some of the existing schools, and new schools will be built with the same facilities. It is expected that dormitories alone could be a major factor encouraging parents to send their children to schools which could in turn effect improvements in enrolment, attendance and perhaps completion rate of primary education by indigenous peoples' children. Moreover, this could also facilitate teacher recruitment and retention for schools in the remote areas.

5. 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 IPs 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.¹⁷ Given their scope for individual schools and availability of *khas land*¹⁸ in CHT, it is assumed that the civil works are highly unlikely to cause impacts that would threaten IPs 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 Indigenous Peoples Plans. *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.*

Objectives of Indigenous Peoples Plan

6. The objective of ADB and World Bank's IP Safeguard policies 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.

7. 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 indigenous peoples, 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 indigenous

¹⁷ The issues that have been identified to have constraining effects on enrolment, attendance and completion rates of primary education will be addressed separately in a much broader way in various DPE activities and through other administrative and civil society stakeholders.

¹⁸ Records of khas land may or may not be available with the district land administration or at the upazila level. Most often khas lands in the rural areas, which are not significant in amount, are occupied illegally by local influential persons.

peoples in the school localities and ensure their participation in the civil works selection and implementation processes. Depending on prevalence of indigenous peoples and their needs and concerns – which will be assessed through consultations (see consultation below) — DPE will work with the following guidelines:

- Plan and design civil works for existing schools and select location and sites of new schools to avoid or minimize, to the extent feasible, adverse impacts on indigenous peoples.
- Where adverse impacts on indigenous peoples are unavoidable, adopt and implement socially and culturally appropriate measures to mitigate them.
- Wherever feasible, adopt special measures – in addition to those for impact mitigation – to reinforce and promote any available opportunities for socioeconomic development of indigenous peoples' communities.
- To the extent feasible, DPE will try to avoid subprojects that will require private land acquisition in IP locality;
- Where adverse impacts could not be avoided completely, DPE will screen all subprojects to identify the potential safeguards issues and impacts by using a specified instrument (Annex A) and, if required, will prepare and implement impact mitigation plans as per the guidelines provided in this SMF.

Defining the Indigenous Peoples

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

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

A group that has lost collective attachment to geographically distinct habitats or ancestral territories in the project area because of forced severance also remains eligible for coverage under ADB's safeguard policy.

9. Table 1 shows the distribution of 45 indigenous communities living in 28 districts of the country. A recent study CHT shows, about 82% of children of 5-16 years are enrolled in primary or secondary schools (UNDP, 2009). The study also reports that three-fifths of children go to government primary schools irrespective of their distances from the residences. The average travel time for going to a nearby school, irrespective of communities, is around half an hour. The dropout scenario among the students is very high, 65% children discontinue their education before completion of primary schooling and 19% after completion of the same. In almost all schools both at primary and secondary level, the medium of instruction is Bangla. While almost all the IP communities requires primary education, special emphasis would be given to implement the principles of this SMF mentioned in Para 6-7 on the identified IP communities.

Table 1: Location of Indigenous People in Bangladesh

Sl. No.	Location	Indigenous communities	Sl No	Location	Indigenous communities
1.	Greater Mymensingh (Mymensingh, Tangail, Netrokona Jamalpur and Sherpur district)	Garo, Hajong, Koch, Barman, Dalu, Hodi, Banai, Rajbangshi	5.	Greater Sylhet (Sumangonj, Mouvlibazar, Sylhet, Hobigonj district)	Monipuri, Khasia, Garo, Hajong, Patro, Kharia, Santal, Oraon
2.	Gazipur	Barman, Garo, Koch	6.	South-West (Jessore, Satkhira, Khulna district)	Bagdi (Buno), Rajbangshi, Santal
3.	Coastal Area (Patuakhali, Barguna and Coxsbazar district)	Rakhain	7.	North-Bengal (Rajshahi, Dinajpur, Rangpur, Gaibandha, Noagaon, Bagura, Sirajgonj, Chapainawabgonj, Natore district)	Santal, Oraon, Munda, Malo, Mahali, Khondo, Bedia, Bhumij, Kole, Bhil, Karmakar, Mahato, Muriyar, Musohor, Pahan, Paharia, Rai, Sing, Turi
4.	Chittagong Hill Tracts (Bandarban, Rangamati and Khagrachari district)	Chakma, Marma, Tripura, Bawm, Pangkhu, Lusai, Tanchangya, Khiang, Mru, Asam, Gurkha, Chak, Khumi			

Indigenous Peoples Plan

10. As noted in Section A, 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 Indigenous Peoples Plans (IPPs) 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:

- 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;
- 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;
- 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;
- 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 IP communities; and

- *Not undertake civil works where the indigenous people communities remain unconvinced about the benefits to offer broad support for the project (see details below).*

A Brief outline of a standard Indigenous Peoples Plan is in Annex D1

IP Participation and Consultation Strategy

11. Participation of indigenous peoples in selection, design and implementation of the subprojects will largely determine the extent to which the IPP objectives would be achieved. Where adverse impacts are likely, DPE will undertake free, prior and informed consultations with the would-be affected indigenous peoples' communities and those who work with and/or are knowledgeable of indigenous peoples' development issues and concerns. To facilitate effective participation, DPE will follow a time-table to consult indigenous people communities at different stages of the program cycle, especially during preparation of the civil works program. The primary objectives would be to examine the following.

- Whether there is a broad community consensus in support for expansion of existing and construction of new schools and to seek their inputs/feedbacks to avoid or minimize the potential adverse impacts associated with the required civil works;
- Identify the culturally appropriate impact mitigation measures; and
- Assess and adopt economic opportunities which DPE could promote to complement the measures required to mitigate the adverse impacts.

12. Consultations will be broadly divided into two parts. First, prior to selection of schools located in an area predominantly inhabited by indigenous peoples, DPE/UEO will consult the indigenous people communities about the need for, and the probable positive and negative impacts associated with, the expansion/renovation works. Second, prior to detailed impact assessment, the objectives would be to ascertain (i) how the indigenous people communities in general perceive of the need for undertaking physical works for particular schools and gather any inputs/feedbacks they might offer for better outcomes; (ii) whether or not the communities broadly support the proposed works; and (iii) any conditions based on which the indigenous people communities may provide broad support for the proposed works, which would eventually be addressed in IPPs and design of the physical works.

13. To ensure free and informed consultation, DPE/UEO will,

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

14. Once broad base community support is received, DPE/UEO will assess the impact details at household and community levels, with a particular focus on the adverse impacts perceived by

indigenous peoples and the probable (and feasible) mitigation and community development measures. To ensure continuing informed participation and more focused discussions, DPE/UEO will provide indigenous peoples with the impact details of the proposed civil works. Barring those that are technical in nature, consultations will cover topics/areas concerning cultural and socioeconomic characteristics (see paragraph 13 below), as well as those indigenous peoples consider important. Starting with those for broad base support for the subproject, consultations will continue throughout the preparation and implementation period, with increasing focus on the households which might be directly affected. Consultation timing, probable participants, methods, and expected outcomes are suggested in the matrix in Annex B1.

Contents of Indigenous Peoples Plan

15. IPPs will primarily aim at mitigating adverse impacts and reinforcing and promoting any available development opportunities in the subproject areas, with a particular focus on the indigenous peoples who might be directly affected. Depending on nature and magnitude of impacts, an IPP may generally consist of the following:

- Baseline data, including analysis of cultural characteristics; education; social structure and economic activities; land tenure; customary and other rights to the use of land and other natural resources; relationship with the local mainstream peoples; and other factors that may have been suggested by indigenous peoples during consultations and are to be addressed in civil works design and implementation. (Key areas of investigation are also suggested below.).
- Strategy for local participation, indicating timing of consultation and the participants, such as affected indigenous people communities, indigenous people organizations, and individuals and entities which have provided useful feedback and inputs during initial consultations.
- Mitigation measures and activities, which will generally follow indigenous people preferences and priorities, including those agreed between the indigenous people communities/ indigenous people organizations and DPE during consultations.
- Institutional capacity, taking into account DPE's staff experience, consulting services, and indigenous peoples and civil society organizations in designing and implementing IPPs.
- IPP implementation schedule, taking least disruptions to the indigenous peoples' livelihood and other activities into consideration.
- Monitoring and evaluation, with the participation of indigenous people representatives and organizations, and other civil society organizations that may have been operating in these areas.
- Financing the IPP. Budgets and sources of fund needed to implement the mitigation measures and development activities, if any, agreed between the indigenous peoples and DPE.

Indigenous Peoples' Socioeconomic Characteristics & Concerns

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

Social & Cultural Characteristics

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

Settlement Pattern

- Physical organization of homesteads – indicating organizational patterns with the existing community facilities, such as schools, places of worship, cremation/burial grounds, water supply and sanitation, etc.
- The extent to which the IP settlements/neighborhoods are spatially separated from those of the non-indigenous peoples, indicating interactions and mutual tolerance of each other.
- Present distance between the IP settlements/neighborhoods and the schools selected for expansion and new construction.

Economic Characteristics

- Land tenure — indicating legal ownership and other arrangements under which indigenous peoples presently use lands for living, cultivation or other uses.
- Access to natural resources — prevailing conditions under which indigenous peoples may have been using natural resources like forests, water bodies, and others that are considered important sources of livelihood.
- Occupational structure — indicating relative importance of household's present economic activities, and the extent to which they might be affected or benefited.
- Level of market participation — engagement in activities that produce marketable goods and services, and how and to what extent market participation would be affected or enhanced.

Impact Mitigation & Development Measures

17. *To use private and public lands and avoid or minimize adverse impacts on indigenous peoples, DPE will apply the same principles and guidelines proposed in the following section for involuntary resettlement (Section C). Eligibility and standards for compensation will also use those proposed therein. In addition, particular attention will be paid not to intrude into the IP localities by non-local workers, or resort to actions and behaviour that could be construed culturally insensitive and disrespectful by IPs.*

18. Choice of appropriate and culturally compatible development measures will largely depend on preferences and priorities of the affected indigenous peoples and their communities. Wherever feasible and opportunities exists, these measures will be undertaken beyond those meant for adverse impact mitigation. In general such measures might vary from one area to another in the plains and CHT and may include providing credits where indigenous peoples are likely to engage in the production of marketable goods, such as handicrafts, handlooms, small-scale horticulture; employment in school construction and maintenance activities; basic water supply and sanitation facilities; etc. If credit programs are found appropriate, DPE will call upon civil society organizations like NGOs to organize and administer them.

Monitoring and Reporting

19. As executing agency, DPE will be responsible for monitoring and evaluation of activities related to IPs. DPE, with the help of the IA, will collect ethnicity-disaggregated data. DPE will regularly analyze Project output and impact indicators, including by ethnicity. A Gender and IP specialist may be appointed who would build the capacity of the EA and relevant IA personnel to collect ethnicity-disaggregated Project data and ensure that monitoring and evaluation procedures include indicators for monitoring impact on the Project's beneficiaries. DPE will provide World Bank, ADB and other DPs with the following information for their review of performance and compliance with the SPS.

- Social safeguard screening: As and when requested, filled-out screening form (Annex A1) for all schools/contract packages included in the civil works program.
- Updates for formal review missions, which would include summary information on schools that have significant adverse impacts on indigenous peoples.
- Semi-annual report on compliance of safeguard requirements on IPs for all civil works contract packages and other PEDP III activities.

C. PEDP III: GUIDELINES FOR USING PRIVATE & PUBLIC LANDS AND IMPACT MITIGATION

Land Needs & Impact Mitigation Issues

1. The need for using private and public lands will arise where schools do not presently have land under their ownership to accommodate the required improvements, such as separate toilets for boys and girls; additional classrooms; dormitories for students and teachers in CHT; or carry out any other land-based improvements. For such schools, the lands have to come from private and/or public ownerships. Depending on actual situation on the ground, new schools – with and without cyclone shelters and dormitories -- would either be built on private lands or, where available, on public lands, such as *khas* and those belonging to various GOB agencies.¹⁹

2. As to how private lands would be obtained may vary depending on how the local communities cooperate with DPE, in terms of providing lands on donation or other arrangements.²⁰ Unless there is an absolute need, DPE would use any feasible option to avoid private land acquisition. *Khas* lands — wherever exist and are considered suitable in terms of location – could be easily available for social services institutions like schools. Other public agencies may also be persuaded to let use their lands where they may have remained unutilized. Unless located in urban and peri-urban areas, there is little possibility that public lands would be under use by unauthorized persons or squatters.²¹ Considering the overall situation, unless there is an absolute need for acquisition, DPE will also consider other options, including voluntary donation, where lands are needed for expansions and new constructions.

Obtaining Private and Public Lands

3. **Obtaining Private Lands:** In order to avoid the time-consuming cumbersome process, DPE would obtain lands through acquisition only where other options, as suggested below, will be found totally infeasible:

- Voluntary Donation: Where landowners agree to donate the lands without the fear of adverse consequences. The landowners will have the option to refuse sale of their land

¹⁹ All lands that do not belong to private citizens or not in use by any public entities are administered by the Ministry of Land (MOL). On request, MOL allocates lands for public good purposes to other GOB agencies. Such lands are also leased to private citizens for specified uses, which often stipulate return of the lands whenever MOL needs them.

²⁰ Traditionally, schools are first established by the communities according to their needs, on lands most often donated by individuals who are keenly interested in education, or collectively by the communities. In course of time the communities approached DPE to take them over and, when that happens, schools become a part of the system. Now that DPE is going to the communities with the “supply” of schools under a time-bound program, it remains uncertain whether DPE could mobilize the support needed for community provision of lands.

²¹ In rural areas, especially in the coastal regions, *khas* is often illegally occupied by local rich and influential persons. Such lands can be used for new schools by persuading the occupants, or simply by taking legal actions by the district land administration authorities.

if they so wish. Voluntary donation will be sought only from persons not recognized as small and marginal landowners²².

- Direct Purchase: DPE can purchase the lands directly from the owners on a "willing buyer-seller" basis at least at current market prices.
- Acquisition: Under the present *Acquisition and Requisition of Immovable Property Ordinance, 1982*, and mitigating the associated adverse impacts in compliance with the Bank's OP 4.12 on Involuntary Resettlement and OD 4.10 on Indigenous Peoples.

4. **Obtaining Public Lands**

Under Authorized Use: If the required lands are under lease from the Land Ministry or any other GOB agencies, DPE may seek to use such lands by fulfilling the lease conditions.

Under Unauthorized Use: Where the current users are well-off and an end to further use would be socioeconomically inconsequential, DPE and communities may persuade them to relinquish occupancy of the lands. However, where the lands are presently used for living and livelihood by the poor and vulnerable, DPE can take them back only by mitigating the adverse impacts in accord with the OP 4.12 and OP 4.10 provisions.

5. *DPE will apply the principles and guidelines as proposed in this SMF to all physical works, regardless of their scope, which will involve use of private and public lands that would be obtained through voluntary private donation, direct purchase from landowners; and acquisition by using the present ordinance.*

Impact Mitigation Objectives

6. The main objectives are to assist the project affected persons (PAPs) to improve, or at least to restore, their living standards and income earning or production capacity to the pre-project levels, in cases where the adverse impacts could not be avoided completely. In view of this, DPE will adhere to the following strategic guidelines while deciding on scope of physical works, as well as options to obtain lands from private and public ownerships.

- Strictly adhere to the guidelines adopted in this SMF while using the following options to obtain lands: voluntary private donation, and direct purchase from landowners (paragraphs 8-9 below).
- Avoid or minimize displacement of people, especially the socioeconomically vulnerable, who may have been using public lands for residential, commercial and other purposes;
- Avoid or minimize private land acquisition to extent feasible; and
- Identify and mitigate unavoidable adverse impacts associated with private land acquisition; displacement from public lands; and any other impacts during implementation of the physical works.

²² See footnote 20.

Land Use Principles

7. DPE will select to improve existing or build new schools and design and implement them in manners to avoid or minimize use of private and public lands in accord with the following principles:

- Where lands are required, DPE will consider to,
 - i. Use as much of public lands as possible
 - ii. Completely avoid displacement from private homesteads
 - iii. Avoid or minimize displacement of homesteads from public lands
 - iv. Use lands of lower value in terms of productivity and uses
 - v. Avoid affecting premises that are used for business/commercial activities
 - vi. Avoid affecting religious sites like places of worship, cemeteries, and buildings / structures that are socially and historically important.
- Will not undertake civil works that will significantly restrict access of communities, especially the socioeconomically vulnerable members, to common property resources that have been a source of their livelihood.
- Will not plan, design and implement any physical works that will cause adverse impacts on physical cultural resources like buildings and objects that bear cultural and historical significance (ref: World Bank's *OP 4.11 on Physical Cultural Resources*).

Guidelines for Obtaining Private Lands

DPE will obtain private lands in view of the options stated above (paragraph 2), and in compliance the following guidelines:

Voluntary Private Donation

8. DPE will seek and obtain private lands on donation where landowners agree to voluntarily donate them without the fear of adverse consequences. Specific guidelines that will be followed are:

- Donations will be voluntary, and the landowners will have the right to refuse donations without the fear of reprisal.
- Donations will not be sought from small and marginal landowners²³ who might be made impoverished by the action.

²³ There is no unique definition of small and marginal landowners. These groups are to be determined locally to identify those landowners, whose livelihood/ income generation might be hampered due to loss of the minimum area of land required for the construction. The threshold value for demarcating this group may vary in Upazila to Upazila depending on the land use pattern and the agro-economy of the locality. However, as per Bangladesh Bureau of Statistics, marginal land owners and small land owners are defined as having land with the ranges of 0.5-0.99 acres and 1.00-2.49 acres, respectively.

- Donations will not impact on the livelihoods of vulnerable groups; and if so community developed mitigation measures are acceptable to all affectees.
- Where donations are required, the concerned landowners will be consulted very early in the process leading to the formulation of the civil works program.
- Will ensure that the donated lands are free of legal disputes and claims, and legally document the donations with the information required by land administration.
- The donated land will be transferred in the name of the recipient through the existing legal mechanism prevalent in the country
- An agreement will be drawn up and signed between the donor of the land and the recipient reflecting the details and conditions of the transaction and signed by a witness
- The donation would be well documented in any on of the following manners:
 - i. Recorded in the local sub-registry office in the regular process of land registration, to establish the ownership by the school/ DPE. In such case a registration fee would be applicable (budget provision to be kept in DPE's revenue head).
 - ii. The transaction done locally and documented in the Judicial Stamp in front of third party witness. All the relevant documents among with signed stamps are received by the Upazila Nirbahi Officer (UNO) on behalf of DPE.
- Will share with DPs the legal records of donations for all civil works contract packages that may contain works on multiple schools.

Direct Purchase from Landowners

9. To avoid the lengthy acquisition process, DPE may also consider purchasing lands directly from the private landowners, as per the following guidelines:

- a) If the landowners agree to sell lands on a 'willing buyer-seller' basis. This means that the landowners will not be forced directly or indirectly to sell their lands, or at prices lower than the current market rates.
- b) Advertisement in local news papers for the required land by DPE might be a good option to allow the willing sellers to come forward to sell their lands.
- c) Prices will be negotiated openly and paid transparently in the presence of community leaders and organizations, NGOs, and others who are respected for fairness and integrity.
- d) DPE will engage an independent external party to document the negotiation and settlement process. Minutes of negotiations will be prepared with names and address of the participants. This, along with the legal purchase records and evidence of payment will be shared with DPs for all contact packages.
- e) Negotiated settlement with land holders is the most desired option for acquiring a land which has the potential to accelerate the progress of overall project works under PEDPIII. The safeguard requirement of ADB and OP of World Bank for involuntary resettlement will not trigger in the case of negotiated settlement, unless expropriation would result upon the failure of negotiations.

Acquisition of Private Land & Resumption of Public Lands

10. DPE will acquire private lands in cases of absolute need and infeasibility of other options. Consistent with the current practice, acquisitions will be made under the *Bangladesh Acquisition and Requisition of Immovable Property Ordinance, 1982*, OP 4.12, and SR2 on Involuntary Resettlement. The ordinance will legalize the acquisitions in the country's land administration system; OP4.12 and SR2 will be used to adopt and implement impact mitigation measures. In keeping with the OP 4.12/ SR2, DPE,

- Will follow the principles and guidelines provided in paragraph 7, to acquire private lands and resume public lands from private uses, and adopt impact mitigation measures.
- Where portion of a plot remaining after acquisition becomes economically unviable, the landowner will have the option to offer the entire plot to acquisition.

Impact Mitigation Principles

11. Adverse impacts are unlikely where lands are received according to the guidelines on voluntary donations or direct purchases are free of encumbrances and disputes/claims. The issue of impact mitigation will arise where lands are acquired or taken back from private uses. In such cases, DPE will plan and implement resettlement of the project affected persons (PAPs) as an integral part of design of the school physical works, as per the following guidelines.

- a) Not consider absence of legal title a bar to resettlement assistance, especially for the socioeconomically vulnerable groups like squatters.
- b) Mitigate socioeconomic vulnerability of the PAPs according to the provisions adopted in this SMF.
- c) Assist persons/households displaced from public lands to relocate on available public lands in the vicinity or general area.
- d) Not provide financial or any form of assistance to people, who are economically well-off²⁴ and use the public lands/properties for free.
- e) Mitigate community-wide impacts that may include community facilities, access to common property resources, etc., by rebuilding or providing alternatives in consultation with the user communities.

Eligibility for Compensation/Assistance

12. Given the scope of the civil works, which are expected to be quite limited in scope, the following are the categories of persons who are likely to be affected.

²⁴ They generally build durable structures for their own use or to rent them to others. Quality of the building materials will be considered to determine their eligibility for resettlement assistance. Structures made of bricks, reinforced cement concrete, steel, GI sheets, etc. will be considered ineligible for compensation. The affected households' global landownership will also be used to see if they are landless, which may have required them to squat on public lands.

- *Private Landowners:* Persons who have legal rights to the affected lands and other assets, such as houses/structures, trees, etc, built and grown on them.
- *Squatters:* Persons/households who do not have legal rights to the affected lands, but use them for residential and livelihood purposes. (Compensation for squatters will follow the mitigation principles proposed above.).
- *Others,* who do not have legal rights to the affected lands and any assets built or grown on them, but whose livelihood activities are significantly affected by the civil works.

13. *Cut-off Dates:* Where lands are to be acquired, DPE will establish the cut-off dates. These are the dates on which censuses of PAPs and affected assets are taken. Assets like houses/structures, that are built and the persons claiming to be affected, after the cut-off dates become ineligible for compensation. For private lands, these dates may not constitute 'cut-off dates', if the legal Notice 3 is issued before the PAP census. In such a situation, dates of Notice 3 will be considered 'cut-off dates', as the acquisition ordinance prohibits changes in the appearance of the lands after the notice is issued.

Compensation Principles & Standards

14. DPE will use the following principles and standards to determine compensation and assistance for persons/households in the different impact categories.

- Lands of All Kinds: Replacement costs for an equal amount of land of same use and quality, including the registration costs and stamp duties.
- Built Assets: Replacement costs of built items outside the homestead at the current market prices of same building materials, plus the current costs of labor to build them. Depreciation and salvage value will not be deducted.
- Trees & Other Irreplaceable Items: Current market prices of trees based on their species, maturity and other factors like timber and fruit trees that influence their prices, and other items which are irreplaceable.
- If the acquired lands are agricultural and amount to 20% or more of the total productive area, a *transition allowance* at three times the value of the crops produced a year in the acquired portion of the land.

15. It is expected that lands for even a new school, which will require relatively larger amount, may affect very few landowners.²⁵ In such cases, DPE would explore the possibility of determining replacement costs/market prices of all affected assets jointly with the affected landowners and beneficiary communities in compliance with the principles and guidelines provided in the SMF. Some the methods are suggested in Annex C1.

²⁵ Since the school is a one-piece facility, acquisitions will be made in one location and may affect only a few plots that may belong to as many or fewer landowners.

Impact Mitigation Plans

16. DPE will document the lands received on voluntary donation and direct purchase from the landowners and share with IDA. Impact mitigation plans will be prepared where private lands are to be acquired and public lands taken back from unauthorized users. Depending on scale of adverse impacts, DPE will prepare and implement one of the following impact mitigation plans:

Resettlement Plan (RP). Where land acquisition and resumption of public lands, which may include MOPME's own, for a school affect 200 or more persons. (*The number of persons consists of all household members, irrespective of the tenure under which they use the lands.*), or

Abbreviated Resettlement Plan (ARP)²⁶. Where land acquisition and resumption of public lands for a school affect fewer than 200 persons, documenting the affected persons and valuation of affected assets, impact mitigation measures and budget, and an ARP implementation schedule.

Compensation Payment

17. In keeping with the legal practice of land acquisition the DC will make the assessment of land acquisition costs based on an average of the registered land price over the last 12 months as recorded at the DC's Office. The requiring body (DPE) will then deposit funds with the DC's office from where it will be paid out to the identified landowners as Cash Compensation Under the Law (CUL). However, it is a well known fact that the prices registered at the DC's Office are usually a fraction of the real market price (in order to avoid taxes). The GOB recognizes this fact itself and so stipulates a 50% premium to be added to the CUL. Since under OP 4.12 all compensation must be made at replacement value, if the CUL, is found lower than the replacement value, DPE will directly pay the difference as 'top-up' to make up for the shortfall. Replacement value of all assets will be determined via market surveys which will be fully documented in the RAP. Compensations/entitlements that are stipulated beyond the ordinance (for affected landowners and squatters and others, who are not recognized by the ordinance) will also be directly paid by DPE. The top-up and all additional resettlement related costs which are not covered under the acquisition ordinance will be covered through project funds.

18. If lands are purchased directly from the owners on a "willing buyer-seller" basis, DPE will directly pay the prices in manners specified in paragraph 9.

19. *Top-up Determination and Payment:* The amount of top-up due to the affected person will be determined by comparing the *total amount of CUL* paid by DCs for lands and other acquired assets with the *total replacement costs and/or market prices thereof*.

20. Based on the principles proposed for impact mitigation, the following matrix defines the specific entitlements for different types of losses, entitled persons, application guidelines, and the institutional responsibility to implement them.

²⁶ An abbreviated resettlement plan (ARP) is a requirement of the World Bank for projects with not significant involuntary resettlement impacts. In the case of ADB a resettlement plan's level of detail and comprehensiveness are commensurate with the significance of involuntary resettlement impacts.

Table 2: ENTITLEMENT MATRIX

Ownership & Location	Entitled Person²⁷	Entitlements	Responsibility
LOSS OF AGRICULTURAL & OTHER LANDS			
Private	Legal Owners , as determined by ownership of title and by the DCs, or by courts in cases of legal disputes	Compensation-under-law (CUL) or replacement costs, whichever is greater.	CUL paid by DCs
		<p><u>If applicable (subject to paragraph 17)</u></p> <ul style="list-style-type: none"> • Top-up equal to the difference between CUL and replacement costs. • Transition allowance (TA) for income loss if acquisition amounts to 20% or more of the total productive area (see paragraph 14) 	Top-up & TA paid by DPE
Public lands under legal lease	Leaseholders	Contractual obligations with the public agencies, as determined by DCs.	Paid by DCs.
LOSS OF HOUSES & OTHER BUILT ITEMS			
Built items on private lands outside the homesteads ²⁸	Legal owners , as determined by DCs, or by courts in cases of legal disputes.	<ul style="list-style-type: none"> • Compensation-under-law (CUL) or replacement cost, whichever is greater. • Transfer Grant (TG) to cover the carrying costs of any movable items at one-eighth of the replacement costs of the affected items. • Owners retain the salvageable materials. 	CUL paid by DCs.
			TG paid by DPE
Shiftable & non-shiftable structures on acquired public lands	Vulnerable Squatters	<ul style="list-style-type: none"> • <i>Shiftable structures</i>: House Transfer Grant (HTG) and House Construction Grant (HCG), @ Tk 50 per sft of floor area with minimum of Tk 4000 and maximum of Tk 6000. • <i>Non-shiftable structures</i>: HCG @ 	HTG and HCG paid by DPE

²⁷ To comply with the draft Gender Action Plan of PEDP III, it is to be noted that the eligible female household heads (FHH) would also receive equal compensation as of male entitles person.

²⁸ According to the stipulations in paragraph 13 of Section A, homesteads, which consist of land, houses and other amenities, cannot be acquired. The built items here mean any structures that may have been built outside the homesteads for any purposes other than living.

Ownership & Location	Entitled Person ²⁷	Entitlements	Responsibility
		Tk 100 per sft of floor area with minimum of Tk 5000 and maximum of Tk 7000.	
LOSS OF HOMESTEAD ON PUBLIC LANDS			
Homesteads on public lands	Vulnerable Squatters ²⁹	<ul style="list-style-type: none"> Relocation assistance in public lands in the vicinity where squatters are required to relocate their homes. Provision of water supply & sanitation facilities. 	DPE

LOSS OF TREES ON PRIVATE & PUBLIC LANDS			
On private lands	Legal owners as determined by DCs, or by courts in cases of legal disputes	<ul style="list-style-type: none"> Current market value of trees, based on species, size and maturity. Current market prices of fruits on trees, if they are felled before harvest. 	DCs (included in CUL)
		Owners will fell and retain the trees and fruits, after payment of compensation.	DPE
On public lands	Vulnerable squatter	As those stipulated above for trees and fruits.	DPE
UNFORESEEN LOSSES			
As may be identified during preparation & implementation of civil works	As identified	As determined in consultation with IDA and other DPs.	DPE and IDA/ADB

²⁹ If any local influential person encroaches the public land or establishes squatters on the Government land targeted for the school, the land will be made available through legal actions by the district land administration authorities.. In such case, the Influential Person or the squatters will not be compensated or provided any assistance vacating the Government Land.

Income Restoration and Relocation Strategy:

21. The vulnerable Affected Persons (APs), including those experiencing indirect or secondary impact, will be eligible for assistance due to loss of employment/wage because of dislocation. DPE is to arrange training and credit support for Income Generation Activities (IGA) for sustainable income restoration of the eligible members of AP families. The poor and the vulnerable APs will be covered under IGA through Human Resource Development (HRD) and Occupational Skill Development training and subsequent credit support. The RPs will have provisions to provide assistance to affected businesses to restore and regain their businesses. All businesses irrespective of titled/non-titled owners of business premises, will receive a cash grant for loss of access to business premise, plus shifting or moving allowance, and one-time cash grant for loss of income. This assistance is intended to supplement the income loss during transitional period to re-establish businesses in new locations. Given the small size of subprojects, there would be little scope of developing a relocation site for the APs.

Preparation of Mitigation Instruments

22. Based on social safeguard screening and consultations with the local communities, DPE would decide how the required lands would be obtained. In cases of acquisition, DPE will undertake the tasks required for planning and implementation of resettlement activities. In this respect, the major preparatory tasks are:

- *Land acquisition proposals (LAPs).* LAPs will be prepared as per the standard requirements of the acquisition authority indicating, among other information, the amount of lands that are to be acquired.
- *PAP census and fixing the cut-off dates.* To prepare RPs and ARPs, will gather details of the impacts and impacted persons with respect, but not limited, to the impact categories and compensation/assistance eligibility criteria adopted in paragraph 12. DPE will establish the cut-off dates as mentioned in Para 13.
- *Market prices.* To determine the replacement costs of lands, structures and other replaceable, and market prices of irreplaceable, affected assets (Survey methods suggested in Annex C1).

Contents of RP & ARP

23. In cases of acquisition, DPE will prepare RPs or ARPs in view of the number of persons being affected by the expansion and/or new construction works for the individual schools. In view of the principles and guidelines in this SMF, the mitigation plans will include the following.³⁰

Resettlement Plan (RP)

- Brief description of the school location and proposed civil works, and required private and public lands;
-

³⁰ It is highly unlikely that private land acquisition for a school would require a full-fledged Resettlement Plan. The amount of land for even a new school, which would require 33 decimals each, is expected to be quite modest and acquisition may affect very few plots which may belong to as many or fewer families. If the average family size and the amount of land are considered together, it is very unlikely that acquisition for a school would affect 200 or more persons, which is the benchmark for an RP.

- Details of the impacts in terms of, but not limited to, the categories suggested in this SMF;
- Legal Framework
- Socioeconomic Information and Profile which would outline the results of the social impact assessment, the census survey, and other studies, with information and/or data disaggregated by gender, vulnerability, and other social groupings etc.
- A census of PAPs with income asset survey
- Identification of PAPs (with IDs etc.)
- An account of the alternatives that have been considered to avoid and/or minimize the adverse impacts;
- An account of the consultations that have been conducted with the displaced persons / households about the mitigation measures and implementation procedure (see below);
- An account of the entitlements for different types of losses;
- An account of households, if any, made vulnerable by the acquisition and the special assistance that are to be provided;
- Implementation Arrangements
- M&E and Reporting system
- Grievance Redress Mechanism
- Capacity Building training Plan
- Resettlement budget and a RP implementation schedule.

A Brief outline of a standard Resettlement Plan is in Annex E1

Abbreviated Resettlement Plan (ARP)³¹

- Documentation of the private and public lands required for the school, affected persons, and valuation of the affected assets as per the guidelines;
- Description of compensation and other resettlement assistance that are to be provided;
- A brief account of consultations with the affected persons about acceptable alternatives (e.g. compensation in cash and kind, etc); and
- A budget and an ARP implementation schedule.

Stakeholder Consultations

24. As noted in Section A, land availability issues would require extensive community consultations. Unless land is obtained through donation and direct purchase, acquisitions would require further consultations focusing more on the PAPs, regarding the potential adverse impacts, as well as the resettlement measures and implementation procedure. Consultation topics will include,

- Scope of civil works; land acquisition needs and the expected adverse socioeconomic impacts; and the rights and responsibilities on the parts of the stakeholders themselves and the agencies involved in the project (DPE, World Bank, other development partners, Consultants, etc.).

³¹ See footnote 23

- Specifics of the mitigation measures and the process that will be followed to implement them (mitigation principles, compensation eligibility, compensation payment [CUL & top-up] responsibilities, etc).
- Legal documents required to claim compensation from DCs and explanation of the process to procure them in cases where the landowners may not have them ready.
- Explanation of the functions and limitations of GRCs, and how the aggrieved PAPs and others could lodge their complaints and grievances.

25. Depending on actual situation, stakeholder consultations will continue throughout the civil works preparation and implementation period, and DPE would consider stakeholder inputs and feedback to minimize the adverse impacts.

Documentation

26. While RPs/ARPs will present summary of the impacts and impacted persons, DPE will ensure availability of the following documentations for review by IDA, ADB, and other DPs.

- Minutes of stakeholder consultation on matters like social safeguards implications of using private and public lands; alternative means of obtaining the required lands; mitigation measures adopted in this SMF; compensation procedure; etc.
- Legal records of lands donated by private owners and of those directly purchased by DPE on “willing buyer-seller” basis, with prices and names and addresses of peoples present during price negotiations and payment, and evidence of actual payment.
- Inventory of different types of PAPs, based on the census of affected persons / households and assets, as well as replacement costs and current market prices of different types of assets, as determined through market prices surveys, or in collaboration with the communities.
- Records of compensation payment to individual PAPs.
Records of complaints and grievances and the decisions given by GRCs and DPE. Records of all Agreements pertaining to the voluntary contribution of land .

Monitoring & Reporting

27. DPE will provide IDA, ADB, and other DPs with the following information for their review of performance and compliance with the OP 4.12, and SR2.

- Social safeguard screening: As and when requested, filled-out screening form (Annex A1) for all schools/contract packages included in the civil works program.
- Legal records as and when executed: Of lands donated by private owners, as well as of those directly purchased by DPE on “willing buyer-seller” basis, with prices and names and addresses of peoples present during price negotiations and payment, and evidence of actual payment.
- In cases of acquisition, semi-annual report indicating progress in land acquisition and implementation of impact mitigation plans, including compensation payment by DCs and DPE

- Updates for formal review missions, which would include summary information on schools that have obtained lands using any of the options suggested above for different types of civil works.

28. An independent review will be carried out to assess how effectively and efficiently the different procedural tasks have been carried out; relative advantage / disadvantages of the suggested land obtaining options; land acquisition and impact mitigation activities, if any, have been carried out; and efficacy of the provisions adopted in this SMF.

Land Acquisition & Resettlement Budget

29. As required by the World Bank's project financing policy and SPS of ADB, DPE will pay for the costs of lands, as well as those of impact mitigation activities. These costs are expected to vary a great deal depending on how lands are obtained and the nature and scale of impacts they might cause. All of these would remain largely unknown until the civil works are proposed for specific schools. As a result, presently there are no realistic bases to propose a resettlement budget. Under the circumstances, it is proposed that,

DPE will ensure availability of funds to pay for the lands that might be purchased directly or acquired under the 1982 ordinance. Detailed budgets will be included in RPs or ARPs, as and when they prepared to deal with resettlement issues.

Annex A1

SOCIAL SAFEGUARD SCREENING

[THE INFORMATION SOUGHT IN THIS FORM SHOULD BE VERIFIED AND RECORDED DURING SCHOOL/SITE VISITS AND/OR COMMUNITY/STAKEHOLDER CONSULTATIONS. A DPE STAFF WILL FILL IN THE FORM IN PRESENCE OF COMMUNITY MEMBERS, LOCAL GOVERNMENT OFFICIALS, CIVIL SOCIETY REPRESENTATIVES AND OTHERS WHO HAVE INTERESTS IN THE SCHOOL.]

A. General Information	
NAME OF SCHOOL:	
<input type="checkbox"/> EXISTING SCHOOL <input type="checkbox"/> NEW SCHOOL	
UNION:	WARD NAME & No.:
UPAZILA:	DISTRICT:
<i>SCREENING DATE:</i>	
<i>NAMES OF PERSONS PARTICIPATED IN SCREENING:</i>	
DPE STAFF:	
LOCAL GOVERNMENT REPRESENTATIVES:	
Community Members:	
B. SOCIAL SAFEGUARD INFORMATION	
<i>The Scheme is located in an area (UP, or Ward or part of a Ward) where residents are:</i> <ul style="list-style-type: none"> <input type="checkbox"/> All mainstream or non-indigenous/tribal peoples <input type="checkbox"/> All indigenous/tribal peoples <input type="checkbox"/> Majority mainstream or non-indigenous/tribal peoples <input type="checkbox"/> Majority indigenous/tribal peoples 	
Scope of Work: <input type="checkbox"/> Improvements on Existing School <input type="checkbox"/> Construction of New School	
Existing Schools:	
Toilets	Number: _____ Total Land Area (decimal/square feet): _____
<i>Required Land Belongs to:</i>	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name): _____
Additional Class Room	Number: _____ Total Land Area (dec/sft): _____
<i>Required Land Belongs to:</i>	<input type="checkbox"/> School <input type="checkbox"/> Private Owners <input type="checkbox"/> Others (Name): _____

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

<i>If private lands are required, they will be obtained through</i>	
<input 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:	
C. Additional Information on Indigenous Peoples (IPs) (In addition to the information sought under Section B)	
Names of IP community members and organizations which participated in Social Screening:	
The would-be affected IPs have the following forms of rights to the required lands:	
<input type="checkbox"/> Legal ownership	Number of IP persons/households:
<input type="checkbox"/> Customary Rights	Number of IP persons/households:
<input type="checkbox"/> Lease agreements with the Government	Number of IP persons/households:
<input type="checkbox"/> Others form of Right	Number of IP persons/households:
Describe Right:	
The following are the <u>three</u> main economic activities of the would-be affected IP households:	
(a)	
(b)	
(c) .	

<p><i>The following are the social concerns expressed by IP community and organizations:</i></p>
<p><i>The IP community and organizations perceive the social outcomes of the scheme:</i></p> <p style="text-align: center;"> <input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neither Positive nor Negative </p>
<p><i>In respect of the social impacts and concerns, is there a need to undertake an additional impact assessment study?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>



Prepared by (Name and Designation):

..

(A DPE staff should fill in this form)

Signature: **Date:** ..

Annex B1

INDIGENOUS PEOPLES CONSULTATION MATRIX

Timing	Consultation Participants		Consultation Method	Expected Outcome
	Project Authority	IP Community		
Reconnaissance & ground verification of existing and location/sites for new schools and hostels	DPE/UEO, Local government, NGOs and others working with IP issues	IP Communities, including organizations, community leaders/elders	Open meetings & discussions, visit of school sites, IP settlements & surroundings	<i>First-hand assessment of IPs' perception of potential social benefits and risks, and prospect of achieving broad base support for the civil works</i>
Screening of the school and dormitory sites	DPE/UEO, Local government, NGOs / CBOs and others working with IP issues	IP Communities, including would-be affected IPs, IP organizations, community leaders/elders, key informants	Open meetings, focus group discussions, spot interviews, etc.	<i>Identification of major impact issues, feedback from IP communities and would-be affected persons, and establishing broad base community support for the civil works</i>
In-depth study of risks and benefits taking into consideration, inter alia the conditions that led to community consensus	DPE/UEO, project consultants (Social Scientist), NGOs / CBOs, other knowledgeable persons	Would-be affected IPs, IP organizations, community leaders/elders, key informants	Formal/informal interviews; focus group discussions; hotspot discussion on specific impacts, alternatives, and mitigation; etc.	<i>More concrete view of impact issues & risks, and feedback on possible alternatives and mitigation and development measures</i>
Social impact assessment (SIA)	DPE/UEO, project consultants (Social Scientist)	Adversely affected individual IPs/households	Structured survey questionnaires covering quantitative & qualitative information	<i>Inputs for IPP, and identification of issues that could be incorporated into the design of the civil works</i>
Preparation of civil works and IPP	DPE/UEO, project consultants (Social Scientist) and other stakeholders	IP organizations, community leaders/elders, adversely affected IPs	Group consultations, hot spot discussions, etc.	<i>Preparation of IPP, and incorporation of SIA inputs into engineering design to avoid or minimize adverse impacts, and IP development programs</i>
Implementation	DPE/UEO, DPs, consultants (Social Scientists) & other stakeholders	Individual IPs, IP organizations, community leaders/elders & other stakeholders	Implementation monitoring committees (formal or informal)	<i>Quick resolution of issues, effective implementation of IPP</i>
Monitoring & Evaluation	DPE/UEO, DPs, consultants (Social Scientists), NGOs & CBOs	IP organizations/ groups and individuals	Formal participation in review and monitoring	<i>Identification & resolution of implementation issues, effectiveness of IPP</i>

Annex C1

SUGGESTED METHODS FOR MARKET PRICE SURVEYS

In line with the proposed compensation principles, DPE/UEO, assisted by the program consultants, will conduct market price surveys to determine replacement costs of the acquired lands, structures and other replaceable and market prices of irreplaceable assets by using the methods suggested below.

Lands of All Kinds

The surveys will explicitly take into consideration the quality of the lands under acquisition. Quality will take into account current uses (residential/commercial, etc.), cropping intensity in cases of agricultural lands, accessibility from the existing roads and to transportation, and any other characteristics that influence the lands' market value. These surveys will be conducted on the following three groups of respondents:

- A random sample of 10-15 landowners in the *mouza* (or area of the city) in which the lands under acquisition are located and in those adjacent to it;
- As many of most recent buyers and sellers of similar lands can be found in the same and adjacent areas/mouzas; and
- Deed writers, as many can be found and agree for interviews, at the land registration offices, who recently handled transactions of similar lands in the same or adjacent areas/mouzas. (They are to be asked about the actual prices, not those written in the deeds.)

Market value of the lands will be determined in the following manners:

- *If variations in average prices reported by the three respondent groups are insignificant (or, are 10% or less), current value of the lands will be fixed at the average of the prices reported by the three groups.*
- *In cases of significant differences (more than 10%), the current prices will be negotiated in open meetings with the affected landowners and Grievance Redress Committee (GRC).*

Replacement costs of land will equal the market price, plus the registration cost or stamp duty. The registration cost will be calculated on the current market price.

Built Structures

Replacement costs will be based on the current prices of various building materials, labor and other cost items in the local markets. The costs of building materials, such as bricks, cement, steel, sand, bamboo, timber, GI sheet, roofing materials like straw, golpata, etc, and labor will be based on:

- Survey of current prices of different types of materials with five or so dealers/manufacturers in the local markets.

- The replacement cost of the structure will be based on the lowest quoted price for each type of material, plus their carrying costs to the sites.
- The current costs of labor with different skills will be determined by interviewing local contractors, DPE staff, or local construction workers.
- The PWD schedule of rates would also be used for comparison of rates of materials and labor for analysis of irregular/ non conventional structures, or plinth area rate for the standard building structure. If these rates are found higher than the market price, PWD rates would govern.

Replacement costs of any other replaceable affected assets will also be based on the current prices of materials, transportation, labor costs, etc.

Trees & Other Irreplaceable Assets

Market prices of different varieties of trees will be determined by surveying the prevailing prices paid by five or so lumber and fuel-wood traders in the local markets. *The compensation for trees will be fixed at the highest prices offered by a trader. The rates fixed by the Department of Forest (DoF) would also be compared.*

Compensation for all other irreplaceable assets will also be based on survey of their prevailing prices with dealers/traders in the local markets.

Fruits and Other Crops

Compensation will be fixed at the harvest prices of the fruits and other crops. Harvest prices of different varieties of fruits and crops will be collected from a sample of 7-10 dealers in the local markets. *The compensation for each type of fruit and crop will be fixed at the highest price offered by a trader. Rates fixed by the Dept. of Agriculture (DoA) would also be compared.*

The market price surveys will begin as soon as locations of the required acquisitions are identified on the ground. DPE/UEO will document the replacement costs and market prices of various affected assets and make them available as and when asked for review by IDA, ADB, and other development partners.

Annex D1

OUTLINE OF AN INDIGENOUS PEOPLES PLAN

This outline is part of the Safeguard Requirements 3. An Indigenous Peoples plan (IPP) is required for all projects with impacts on Indigenous Peoples. Its level of detail and comprehensiveness is commensurate with the significance of potential impacts on Indigenous Peoples. The substantive aspects of this outline will guide the preparation of IPPs, although not necessarily in the order shown.

A. Executive Summary of the Indigenous Peoples Plan

This section concisely describes the critical facts, significant findings, and recommended actions.

B. Description of the Project

This section provides a general description of the project; discusses project components and activities that may bring impacts on Indigenous Peoples; and identify project area.

C. Social Impact Assessment

This section:

- (i) reviews the legal and institutional framework applicable to Indigenous Peoples in project context.
- (ii) provides baseline information on the demographic, social, cultural, and political characteristics of the affected Indigenous Peoples communities; the land and territories that they have traditionally owned or customarily used or occupied; and the natural resources on which they depend.
- (iii) identifies key project stakeholders and elaborate a culturally appropriate and gender-sensitive process for meaningful consultation with Indigenous Peoples at each stage of project preparation and implementation, taking the review and baseline information into account.
- (iv) assesses, based on meaningful consultation with the affected Indigenous Peoples communities, the potential adverse and positive effects of the project.

Critical to the determination of potential adverse impacts is a gender-sensitive analysis of the relative vulnerability of, and risks to, the affected Indigenous Peoples communities given their particular circumstances and close ties to land and natural resources, as well as their lack of access to opportunities relative to those available to other social groups in the communities, regions, or national societies in which they live.

- (v) includes a gender-sensitive assessment of the affected Indigenous Peoples' perceptions about the project and its impact on their social, economic, and cultural status.
- (vi) identifies and recommends, based on meaningful consultation with the affected Indigenous Peoples communities, the measures necessary to avoid adverse effects or, if such measures are not possible, identifies measures to minimize, mitigate, and/or compensate for such effects and to ensure that the Indigenous Peoples receive culturally appropriate benefits under the project.

D. Information Disclosure, Consultation and Participation

This section:

- (i) describes the information disclosure, consultation and participation process with the affected Indigenous Peoples communities that was carried out during project preparation;
- (ii) summarizes their comments on the results of the social impact assessment and identifies concerns raised during consultation and how these have been addressed in project design;
- (iii) in the case of project activities requiring broad community support, documents the process and outcome of consultations with affected Indigenous Peoples communities and any agreement resulting from such consultations for the project activities and safeguard measures addressing the impacts of such activities;
- (iv) describes consultation and participation mechanisms to be used during implementation to ensure Indigenous Peoples participation during implementation; and
- (v) confirms disclosure of the draft and final IPP to the affected Indigenous Peoples communities.

E. Beneficial Measures

This section specifies the measures to ensure that the Indigenous Peoples receive social and economic benefits that are culturally appropriate, and gender responsive.

F. Mitigative Measures

This section specifies the measures to avoid adverse impacts on Indigenous Peoples; and where the avoidance is impossible, specifies the measures to minimize, mitigate and compensate for identified unavoidable adverse impacts for each affected Indigenous Peoples groups

G. Capacity Building

This section provides measures to strengthen the social, legal, and technical capabilities of (a) government institutions to address Indigenous Peoples issues in the project area; and (b) Indigenous Peoples organizations in the project area to enable them to represent the affected Indigenous Peoples more effectively.

H. Grievance Redress Mechanism

This section describes the procedures to redress grievances by affected Indigenous Peoples communities. It also explains how the procedures are accessible to Indigenous Peoples and culturally appropriate and gender sensitive.

I. Monitoring, Reporting and Evaluation

This section describes the mechanisms and benchmarks appropriate to the project for monitoring, and evaluating the implementation of the IPP. It also specifies arrangements for participation of affected Indigenous Peoples in the preparation and validation of monitoring, and evaluation reports.

J. Institutional Arrangement

This section describes institutional arrangement responsibilities and mechanisms for carrying out the various measures of the IPP. It also describes the process of including relevant local organizations and NGOs in carrying out the measures of the IPP.

K. Budget and Financing

This section provides an itemized budget for all activities described in the IPP.

Annex E1

OUTLINE OF A RESETTLEMENT PLAN

This outline is part of the Safeguard Requirements 2. A resettlement plan is required for all projects with involuntary resettlement impacts. Its level of detail and comprehensiveness is commensurate with the significance of potential involuntary resettlement impacts and risks. The substantive aspects of the outline will guide the preparation of the resettlement plans, although not necessarily in the order shown.

Executive Summary

This section provides a concise statement of project scope, key survey findings, entitlements and recommended actions.

Project Description

This section provides a general description of the project, discusses project components that result in land acquisition, involuntary resettlement, or both and identify the project area. It also describes the alternatives considered to avoid or minimize resettlement. Include a table with quantified data and provide a rationale for the final decision.

Scope of Land Acquisition and Resettlement

This section:

- (i) discuss the project's potential impacts, and includes maps of the areas or zone of impact of project components or activities;
- (ii) describes the scope of land acquisition (provide maps) and explains why it is necessary for the main investment project;
- (iii) summarizes the key effects in terms of assets acquired and displaced persons; and
- (iv) provides details of any common property resources that will be acquired.

Socioeconomic Information and Profile

This section outlines the results of the social impact assessment, the census survey, and other studies, with information and/or data disaggregated by gender, vulnerability, and other social groupings, including:

- (i) define, identify, and enumerate the people and communities to be affected;
- (ii) describe the likely impacts of land and asset acquisition on the people and communities affected taking social, cultural, and economic parameters into account;
- (iii) discuss the project's impacts on the poor, indigenous and/or ethnic minorities, and other vulnerable groups; and
- (iv) identify gender and resettlement impacts, and the socioeconomic situation, impacts, needs, and priorities of women.

Information Disclosure, Consultation, and Participation

This section:

- (i) identifies project stakeholders, especially primary stakeholders;
- (ii) describes the consultation and participation mechanisms to be used during the different stages of the project cycle;
- (iii) describes the activities undertaken to disseminate project and resettlement information during project design and preparation for engaging stakeholders;
- (iv) summarizes the results of consultations with affected persons (including host communities), and discusses how concerns raised and recommendations made were addressed in the resettlement plan;
- (v) confirms disclosure of the draft resettlement plan to affected persons and includes arrangements to disclose any subsequent plans; and
- (vi) describes the planned information disclosure measures (including the type of information to be disseminated and the method of dissemination) and the process for consultation with affected persons during project implementation.

Grievance Redress Mechanisms

This section describes mechanisms to receive and facilitate the resolution of affected persons' concerns and grievances. It explains how the procedures are accessible to affected persons and gender sensitive.

Legal Framework

This section:

- (i) describes national and local laws and regulations that apply to the project and identify gaps between local laws and IDA/ADB's policy requirements; and discuss how any gaps will be addressed.
- (ii) describes the legal and policy commitments from the executing agency for all types of displaced persons;
- (iii) outlines the principles and methodologies used for determining valuations and compensation rates at replacement cost for assets, incomes, and livelihoods; and set out the compensation and assistance eligibility criteria and how and when compensation and assistance will be provided.
- (iv) describes the land acquisition process and prepare a schedule for meeting key procedural requirements.

Entitlements, Assistance and Benefits

This section:

- (i) defines displaced persons' entitlements and eligibility, and describes all resettlement assistance measures (includes an entitlement matrix);

- (ii) specifies all assistance to vulnerable groups, including women, and other special groups; and.
- (iii) outlines opportunities for affected persons to derive appropriate development benefits from the project.

Relocation of Housing and Settlements

This section:

- (i) describes options for relocating housing and other structures, including replacement housing, replacement cash compensation, and/or self-selection (ensure that gender concerns and support to vulnerable groups are identified);
- (ii) describes alternative relocation sites considered; community consultations conducted; and justification for selected sites, including details about location, environmental assessment of sites, and development needs;
- (iii) provides timetables for site preparation and transfer;
- (iv) describes the legal arrangements to regularize tenure and transfer titles to resettled persons;
- (v) outlines measures to assist displaced persons with their transfer and establishment at new sites;
- (vi) describes plans to provide civic infrastructure; and
- (vii) explains how integration with host populations will be carried out.

Income Restoration and Rehabilitation

This section:

- (i) identifies livelihood risks and prepare disaggregated tables based on demographic data and livelihood sources;
- (ii) describes income restoration programs, including multiple options for restoring all types of livelihoods (examples include project benefit sharing, revenue sharing arrangements, joint stock for equity contributions such as land, discuss sustainability and safety nets);
- (iii) outlines measures to provide social safety net through social insurance and/or project special funds;
- (iv) describes special measures to support vulnerable groups;
- (v) explains gender considerations; and
- (vi) describes training programs.

Resettlement Budget and Financing Plan

This section:

- (i) provides an itemized budget for all resettlement activities, including for the resettlement unit, staff training, monitoring and evaluation, and preparation of resettlement plans during loan implementation.
- (ii) describes the flow of funds (the annual resettlement budget should show the budget-scheduled expenditure for key items).

- (iii) includes a justification for all assumptions made in calculating compensation rates and other cost estimates (taking into account both physical and cost contingencies), plus replacement costs, and
- (iv) includes information about the source of funding for the resettlement plan budget.

Institutional Arrangements

This section:

- (i) describes institutional arrangement responsibilities and mechanisms for carrying out the measures of the resettlement plan;
- (ii) includes institutional capacity building program, including technical assistance, if required;
- (iii) describes role of NGOs, if involved, and organizations of affected persons in resettlement planning and management; and
- (iv) describes how women's groups will be involved in resettlement planning and management,

Implementation Schedule

This section includes a detailed, time bound, implementation schedule for all key resettlement and rehabilitation activities. The implementation schedule should cover all aspects of resettlement activities synchronized with the project schedule of civil works construction, and provide land acquisition process and timeline.

Monitoring and Reporting

This section describes the mechanisms and benchmarks appropriate to the project for monitoring and evaluating the implementation of the resettlement plan. It specifies arrangements for participation of affected persons in the monitoring process. This section will also describe reporting procedures.



PRIMARY EDUCATION DEVELOPMENT PROGRAM III (PEDP III)

Environmental Management Framework

***Directorate of Primary Education
Ministry of Primary and Mass Education***

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH

JUNE 2011
Dhaka, Bangladesh

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB	-	Asian Development Bank
AusAid	-	Australian overseas aid program
BDT	-	Bangladesh Taka (Currency)
BNBC	-	Bangladesh National Building Code
BP	-	Bank Procedures
CIDA	-	Canadian International Development Agency
DC	-	Deputy Commissioner
DFID	-	Department for International Development (of the United Kingdom)
DG	-	Director General
DLIs	-	Disbursement-linked Indicators
DOE	-	Department of Environment
DPE	-	Directorate of Primary Education
DPs	-	Development Partners
DPHE	-	Department of Public Health Engineering Department
EA	-	Environmental Assessment
EC	-	European Commission
ECA	-	Environmental Conservation Act
ECC	-	Environmental Clearance Certificate
ECR	-	Environmental Conservation Rules
EIA	-	Environmental Impact Assessment
EMF	-	Environment Management Framework
EMP	-	Environmental Management Plan
EEPs	-	Eligible Expenditure Programs
GIS	-	Geographic Information System
GOB	-	Government of Bangladesh
IDA	-	International Development Agency
IEE	-	Initial Environmental Examination
LGED	-	Local Government Engineering Department
MOEF	-	Ministry of Environment and Forests
MoU	-	Memorandum of Understanding
NAPE	-	National Academy for Primary Education
NCTB	-	Strengthening Capacity of the National Curriculum and Textbook Board
NEMAP	-	National Environmental Management Action Plan
NSDWSSP	-	National Safe Drinking Water Supply and Sanitation Policy
OP	-	Operational Policies
PEDP I	-	(First) Primary Education Development Program
PEDP II	-	Second Primary Education Development Program
PEDP III	-	Third Primary Education Development Program
PTIs	-	Primary Teacher Training Institutes
SLIPs	-	School Level Improvement Plans
SMC	-	School Management Committee
SWAp	-	Sector Wide Approach
UPEPS	-	Upazila Primary Education Plans
URCs	-	Upazila Resource Centers
USD	-	United State Dollar (Currency)
WB	-	World Bank

EXECUTIVE SUMMARY

The proposed Primary Education Development Program III (PEDP III) will be the follow-on phase of Primary Education Development Program II, the government effort to provide quality education to all Bangladeshi children in every classroom. There is an increased focus on results in this new phase. The program, which is expected to start by July 1, 2011, will be implemented over a three-to-five year period with the support of a number of development partners including the Asian Development Bank, AusAID, CIDA, DFID, EC, JICA, Netherlands, SIDA, UNICEF and the World Bank/IDA. The development objectives of the proposed program are to: (i) increase the number of children enrolled and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and quality of the teaching/learning environment.

Part of this program will include quality and child-friendly infrastructure (including clean and safe toilets and arsenic free tube wells or piped water supply). The Directorate of Primary Education (DPE) will be implementing these infrastructure activities in close collaboration of the Local Government Engineering Department (LGED).

The Directorate of Primary Education (DPE), in consultation with relevant stakeholders, has prepared this Environmental Management Framework (EMF) to support the implementing partners of the program to deal with potential environmental issues that may arise during implementation of the various civil works/"subprojects". The purpose of this harmonized Environmental Management Framework (EMF) is to ensure that neither the infrastructure, both in terms of needs nor quality at primary schools, nor the environment is compromised through the program intervention. The specific objectives of EMF are to: (i) outline a framework for environmental screening procedures and methodologies for the "subprojects" to be financed under the project in accordance to the GOB, World Bank and ADB's Safeguard policies/rules; and (ii) specify appropriate roles and responsibilities to carryout environmental screening, monitoring and reporting related to "subprojects". To avoid potentially adverse environmental impacts and enhance environmental outcomes of the activities implemented under individual "subprojects", the World Bank Operational Policy on Environmental Assessment (OP/BP 4.01) and ADB's Safeguard Policy Statement (2009) is triggered for this Program. Considering that the project is expected to have limited and minimum adverse environmental impacts, the project environment safeguard categorization is 'Category B'. The "subproject" specific environmental impacts cannot be precisely identified upfront before sites are selected. Additionally, "subprojects" may have very minor negative environmental impacts if not properly designed, executed and mitigation measures not implemented.

The Program is envisaged as a results-based investment lending support to the Government of Bangladesh's primary education sector. The World Bank, jointly with other major development partners, will support a full primary education sector-wide approach, but identifies a selected number of areas where achievements would condition the timing and amount of disbursements. It will provide a mix of financial and technical support aimed at improving impact and efficiency of resources.

Since the specific "subprojects" are not yet identified, specific information on types of "subprojects" like site/location of the "subprojects", land requirements, local communities, geo-physical land features and nature is not available during design phase. This EMF is thus prepared to establish the mechanism to determine and assess future

potential environmental impacts of “subprojects” that are to be identified and cleared based on a community demand-driven process, and to set out mitigation, monitoring and institutional measures to be taken during implementation and operation of the “subprojects” to eliminate adverse environmental impacts, or to reduce them to acceptable limits.

The Local Government Engineering Department (LGED) will be responsible for design, implementation and maintenance of the infrastructure of the program. LGED has developed an institutional set-up for PEDP II, which will continue be used in PEDP III. LGED will hire the services of an Environment Specialist who will lead PEDP III environmental activities. The Executive Engineer (Education) will ensure the overall coordination and responsible for monitoring of environmental safeguard issues. 5 Assistant Engineers will be responsible for coordination and reporting of environmental safeguard issues and each will be assigned 2 regions. The Assistant Engineer at Regional Office will act as the Environmental Focal Point and will be responsible for coordinating environmental activities at field level. The Upazilla Sub-Assistant Engineer/Assistant will be responsible for carrying out the screening and preparing subproject specific EMP preparation. The Upazilla Engineer will review the screening report and EMP through field visit. The Upazilla Engineer will also be responsible for supervision and monitoring of environmental mitigation activities at Upazilla level. The Assistant Engineer at Regional Office will review at least 25% of the screening and EMP reports and implementation of EMP at field level. If IEE is required, it will be the responsibility of the Assistant Engineer at the Regional Office. The Executive Engineer at Regional Office will review all IEE and monitor the implementation of EMP. The Assistant Engineer at Headquarters will ensure quality control and reporting at the regional level. The Environmental Specialist will prepare training materials; conduct staff training of staff; prepare screening, Initial Environmental Examination (IEE) report and Site-specific Environmental Management Plan (EMP) on sample basis; review a certain percentage of the EMPs; and prepare the Annual Environmental Monitoring Reports of the PEDP III.

DPE will hire the consultant services to monitor at least 10% of the infrastructure implemented by the LGED. The monitoring will include the environmental performance of the “subprojects”. The development partner(s) in consultation with DPE may also assign a firm/institute as third party monitoring of the physical progress, construction quality, and environmental safeguard and operation status of the infrastructures.

The Program will support environmental monitoring to ensure that envisaged purpose of the program is achieved and result in desired benefits without adversely affecting environmental resources. The monitoring activities of PEDPIII will include the compliance of the environmental management plan implementation. In general, the consultant will monitor the following indicators during field visit as ‘spot check’ and the related mitigation measures: (i) losses of agricultural lands; (ii) drainage congestion/water logging; (iii) surface water pollution; (iv) dust and noise pollution; (v) safe distance between tube-wells and sanitary latrines; (vii) occupational health hazards and safety practices; (viii) maintenance of water supply and sanitation facilities (ix) maintenance of air and water quality, (x) management of surrounding ecosystem and biodiversity (if any) etc. In addition, DPE will sign a Memorandum of Understanding (MoU) with the Department of the Public Health Engineering (DPHE) for annual water quality monitoring. DPHE/LGED should ensure that schools have a provision of septic tanks and infiltration gallery (soak pit) and program activities do not infringe upon natural ecosystems during the design stage. DPE will provide all the tube-wells information and field test kits to the DPHE Research and Development (R&D) Division. DPHE will coordinate and implement the testing through its field office and

prepare the analytical report. DPHE will also carry out 5% quality check in their zonal laboratories.

Capacity building at different levels is necessary in order to implement the EMF successfully. The suggested capacity building measures, for example include: (i) providing environmental competency/human-resources, (ii) training, orientation and awareness, activities on environmental planning and management of school and school-facilities, and (iii) mechanisms for coordination and for accessing specific environmental services e.g. water-quality testing, climate resilient school building construction etc. In consideration of increasing workload envisaged for implementation of the EMF and the nonexistence of environmental competency at centre, LGED will have a full-time Environmental Specialist at Education Unit to look after and monitor the EMF activities for PEDP III. The Specialist will be responsible for implementation of the EMF and its provisions, including compliance checking, facilitation, coordination and ensuring dissemination, orientations and capacity building activities. Additional human resources or an agency will be hired/engaged, if necessary, in order to effectively implement the EMF.

On behalf of DPE, a consultant carried out the field visit of the existing PEDP II project sites. The consultant reviewed the existing documents in field, school conditions, water supply and sanitation facilities, discussed with all relevant stakeholders and took their opinion how to improve the environmental practices in primary education program and to integrate environmental concerns to improve the sustainability of the program interventions. This EMF includes the recommendations from these local level consultations and field visit observations. The finalized EMF will be disclosed by the DPE and LGED on their website for public comments within 30 days of notice published in the 2 daily national newspapers (one English and another Bangla).

PROJECT BACKGROUND AND INTRODUCTION

Background

20. The proposed Primary Education Development Program III (PEDPIII) will be the follow-on phase of Primary Education Development Program II, the government effort to provide quality education to all Bangladeshi children in every classroom. There is an increased focus on results in this new phase. The PEDP III is expected to start July 2011, and will be implemented over a three- to five-year period with the support of a number of development partners including the Asian Development Bank, Australia's Overseas Aid Program (AusAID), Canadian International Development Agency (CIDA), Department for International Development of the United Kingdom (DFID), European Commission (EC), Japan International Cooperation Agency (JICA), the Netherlands Government, Swedish International Development Agency (SIDA), United Nations Children's Fund (UNICEF) and the World Bank/International Development Association (WB/IDA).

21. The proposed operation uses a sector-wide approach (SWAP) to support the implementation of the government's program for primary education. Credit disbursements will be made against selected key education budget line items referred to as Eligible Expenditure Programs (EEPs) up to capped absolute amounts. The event and amount of credit disbursements will be based on the achievement of pre-specified and agreed results referred to as *disbursement-linked indicators (DLIs)*, determined in partnership with the Government of Bangladesh (GoB) and other development partners (DPs).

3. The development objectives of the proposed PEDP3 are to: (i) increase the number of children enrolled in and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and the quality of the teaching/learning environment. Quality and child-friendly infrastructure (including clean toilets and arsenic free tube-wells, climate resilient and environment friendly school building) will contribute to achieve overall objective of the PEDPIII by adopting appropriate planning and innovative designs. Particular attention will be put in case of construction of school building in vulnerable geographic location (e.g. coastal areas, hilly areas, floodplain, etc.). The infrastructure located in the climate vulnerable areas will be considered for climate proofing and disaster resilient.

4. The Directorate of Primary Education (DPE) will implement the overall program and the Local Government Engineering Department (LGED) will be assigned to implement the infrastructure development activities. The construction of infrastructure will be done primarily based on a need assessment carried out during the PEDP III preparation. Construction needs will also be further studied during the program implementation. The needs assessment identified 2,660 schools as top priorities with a 100% bad room index rating. These schools need to be inspected to determine how many rooms are structurally unsafe and how many could be upgraded with major repairs (if possible). The financial requirement is estimated at BDT 1,000,000 (USD 14,300) per room. The remaining life of the classrooms will be considered when selecting such rooms for maintenance. Nine thousand eight hundred thirty-eight schools with a 100% OK room index rating will need preventive maintenance. All of the school building will be designed in such a way (e.g. green building) so that it could serve for well ventilation for providing healthy environment and also for allowing maximum daylight for energy conservation. The study noted that the allocation of BDT 20,000 (USD 286) for each of such schools may not be adequate to maintain all the

rooms in good condition. Physical investigation of these schools will enable the DPE to calculate the actual cost of intervention.

5. The PEDPIII intends to ensure that every school has at least one safe drinking water source, which is either a tube-well or a piped water supply. The source will be arsenic-free. The program also intends to provide adequate sanitation for teachers, girls and boys students. Through several consultations, the following standards are recommended for PEDP III: (i) Teacher toilets – at least one (two if there are over 30 teachers); (ii) Girls’ toilet – 1:50 (between the national standard of 35-75); (iii) Boys’ WCs – 1:75 and (iv) Boys’ urinals – 1:60 (double the national and international standards). However, when planning the number of latrines for a school, certain issues should be considered: (a) What is the proportion of boys to girls? Are separate urinals available for boys? If so, fewer latrines will be required; (b) Are children allowed leaving the classes to use the latrines? If not, pressure on latrines during breaks will be high and more latrines will be required; and (c) Do all children have breaks from classes at the same time? If so, more latrines will be required. Could breaks be staggered?

6. In addition to water supply and sanitation and emergency/regular maintenance works of schoolrooms, the program may support expansion of existing schools; construction of new schools and dormitories based on a detailed needs assessment. Since coastal areas is vulnerable to cyclone and storm surge. Special emphasis will be given for repair and maintenance of school affected by disaster and other extreme climate events. A new campus for the National Academy for Primary Education at Mymensingh may be funded through the PEDP III.

7. The Directorate of Primary Education (DPE), in consultation with the Department of Environment and other relevant stakeholders, has prepared this Environmental Management Framework (EMF) to support the implementing partners of the programs to manage potential environmental issues that may arise during implementation of the “subprojects”. The EMF will be applicable for all “subprojects” and/or components to be considered under the PEDP III.

About EMF

8. Projects and programs financed with IDA resources must comply with the World Bank Operational Policies. Therefore, program components eligible for funding under the PEDP III will be required to satisfy the World Bank and ADB's safeguard policies, in addition to conformity with relevant legislation of the Government of Bangladesh (GOB). The other development partners also have their own policies to safeguard the environment in their project planning, implementation and operation. These policies will also be considered to comply with environmental safeguard issue.

9. The types of “subprojects” to be funded under PEDPIII have been identified at the program design phase. However, specific locations of “subprojects” will only be identified at the field level during implementation phase. Therefore, it is not possible to identify the “subproject” and/or components specific environmental issues upfront during program design and appraisal stage.

10. This EMF provides general policies, guidelines, and procedures to be integrated into the implementation of all “subprojects” under the PEDPIII. In preparing this document, relevant environment safeguard practices and compliance (especially the experience of PEDPI and

PEDP II) were reviewed. This review included field visits, multi-level consultations, qualitative and quantitative assessments of environmental safeguard compliance processes, a rapid capacity assessment of the implementing agency and its field level staff from environmental safeguard perspective etc. The EMF addresses the environmental related impacts as well as the occupational health and safety issues in the PEDP3. However, the EMF does not explain the general process of infrastructure planning, implementation, quality control and monitoring. These will be described in the Operational Manual for infrastructure development.

OBJECTIVES OF THE EMF

11. The purpose of this Environmental Management Framework (EMF) is to ensure that neither the infrastructure (both in terms of needs and quality) at primary schools nor the environment is compromised through the program intervention. The EMF will contribute the goal of environmental sustainability by:

- enhancing environmental outcomes of the activities implemented under individual “subprojects”;
- preventing and/or mitigating any negative environmental impact that may emerge from the “subprojects”;
- ensuring the long-term sustainability of benefits from “subprojects” by securing the natural resource base on which they are dependent; and
- facilitating pro-active “subprojects” that can be expected to lead to increased efficiency and improved management in the use of natural resources resulting in improvements in local environmental quality and human well-being.

12. More specifically the objectives of the EMF are:

- To outline a framework for environmental screening procedures and methodologies for the “subprojects” to be financed under the program; and
- To specify appropriate roles and responsibilities to carryout environmental screening/assessment, environmental management (mitigation, monitoring and compensation) and reporting related to “subprojects”.

13. This will also cover institutional/organizational needs of the implementing agency in executing the recommendations to mitigate any possible environmental negative impacts and other climate induced impacts.

14. As agreed with the Government of Bangladesh and involved development partners, a common harmonized EMF is prepared where inputs from the government and DPs were incorporated. This common and harmonized EMF will be followed during the civil works, implementation of sub-project activities and other project operational phases.

PROGRAM DESCRIPTION

General Description

15. The program proposes to provide technical and financial support to consolidate achievements under PEDP II and to further improve quality, equitable access and efficiency in primary education through a sector wide approach. Specifically, the program will assist the Government of Bangladesh to: (i) increase the number of children enrolled in and completing primary education; (ii) reduce social and regional disparities; and (iii) improve the measurement of student learning and the quality of the teaching/learning environment.

16. Success in meeting these objectives would be measured by outcome indicators including the following:

1. Increased net enrollment
2. Increased completion rates
3. Improved support for the teaching/learning environment
4. Improved measurement of student learning
5. Reduction in regional disparities for disadvantaged children in access to education

17. The PEDP III will build on the previous phase's (PEDP II) experience with a greater focus on results. IDA, jointly with other major development partners, will continue to support a sector-wide but will identify a selected number of areas where achievements would condition the timing and amount of disbursements. It will provide a mix of financial and technical support aimed at improving impact and efficiency of resource use. Due consideration will be given to the use of environment friendly construction materials and recyclable education materials.

Component Description

18. The PEDPIII is envisaged as results-based investment lending support to the Government of Bangladesh's primary education sector. Implemented by the Directorate of Primary Education (DPE), disbursements to the program will be made against a set of results, which aim at improving accountability and transparency. Achievements of the indicators will be required for reimbursement against the selected eligible expenditure programs (EEPs). The four key program areas are:

- Increase Access and Reduce Social and Regional Disparities – To improve access to primary education, PEDP III would support the following, with a particular focus on measures to increase participation of the poorest and most disadvantaged children: (i) provision of one year of pre-primary education to a growing proportion of children; (ii) improved physical facilities (i.e. additional classrooms, toilets and tube wells with arsenic free/safe water, climate resilient school building) and establishment of new schools to reduce classroom overcrowding; (iii) coordination and implementation of a school health and nutrition program with schools and their communities, including school feeding and health screenings in selected areas; (iv) implementation of a revamped stipend program with improvements in

administration and pro-poor targeting; (v) development and implementation of action plans for mainstreaming disadvantaged children as well as (vi) closer coordination of alternative primary education opportunities with education service delivery in the formal public sector.

- Quality of Teaching and Student Learning – To improve the teaching and learning environment PEDPIII would support: (i) the revision of the curricula for Grades 1-5 to center it around student learning competencies; (ii) timely delivery of free textbooks to all schools and improving the quality of textbooks; (iii) the development, approval and gradual implementation of a teacher education and professional development program with built-in quality assurance of training; (iv) the establishment of a transparent and effective examination and assessment system ; (v) establishment and piloting of active learning methods and teacher support networks in selected upazilas; and (vi) various pilot initiatives to expand the use of information and communications technology in primary schools.
- Institutional Strengthening – To improve the efficiency and effectiveness of education service delivery at central and decentralized levels, including schools, PEDP III supports: (i) establishment of guidelines for decentralized school-based management and the provision of school grants; (ii) application of needs-based and merit-based procedures for the recruitment and deployment of teachers and head teachers, and a performance-linked incentive program for teachers; (iii) improved delivery of teacher education programs through strengthening the capacity of PTIs by filling staff vacancies, establishing instructor career paths, and providing professional development; (iv) strengthened institutional capability to manage education service delivery through the development and implementation of a human resource management plan to define career paths, fill staff vacancies and strengthen DPE particularly through capacity building at the upazila level; (v) provision of new and upgraded facilities for the Directorate of Primary Education which are aligned with increased filling of vacancies and expanded work program, including at the field level; and (vi) alignment of all primary education service providers to support a more unified primary education system.
- Program Planning and Management - To improve education sector management and policy development, including strengthening monitoring and evaluation, PEDP3 would support: (i) improving fiscal sustainability and effectiveness of public expenditures for education through improved education budget preparation; (ii) strengthening monitoring and evaluation systems to improve data use for performance and planning based on evidence; (iii) improving the timeliness, quality and coverage of the annual school census; (iv) moving towards an integrated comprehensive framework to include school standards for all categories of primary schools in the country; (v) increasing enrolment and interest in supporting children’s education through a communication’s strategy; and (viii) increasing public-private partnerships to deliver educational services.

Program Areas

19. The PEDPIII will be implemented all over Bangladesh. However, the schools will be selected and prioritized based on the certain parameters. Through several consultations, the followings are the agreed parameters of priority:

- (i) Classroom gap (required rooms for Day Shift/(2 x existing rooms) x 100
- (ii) Teacher gap (required teachers for Day Shift/(2 x existing teachers) x 100
- (iii) Condition index of the existing classrooms (what percentage of buildings are in bad condition)
- (iv) Percentage of kacha³² rooms
- (v) Enrolment gap: Out of school children
- (vi) Trend of students' population in the school in the last three years
- (vii) Special/underprivileged areas: Char, Haor, Coastal areas, Hilly area, in each upazilla schools in remote and un-served areas should be given priority
- (viii) Toilet gap (required/existing x 100)
- (ix) Drinking water gap (required/existing x 100)

20. In the above criteria, the top-most priority was given to the classroom and teachers gap ("a" and "b"). These two are interconnected and hence, should be considered together. In addition, there will also be some field criteria for selected schools:

- (i) The school is not included in any on-going development project
- (ii) Total number of students at least 230
- (iii) The average attendance is minimum 80%
- (iv) The average pass rate of last three years scholarships examinations is minimum 40%
- (v) Sufficient space (horizontal/vertical) for new classroom is available
- (vi) The SMC of the schools should be operational
- (vii) Whether at least 90% children (6-10 years) should be enrolled in the school
- (viii) The minimum population in the catchments area will be 2,000 and distance from the nearest school is 2 km. This will be relaxed for the schools in special/underprivileged areas.

21. The National Academy for Primary Education will possibly move to a new location just outside of the Mymensingh city. The construction of this new academy may be funded under the PEDP III.

³² Building made with earthen materials

RELEVANT GOVERNMENT POLICIES AND REGULATORY FRAMEWORK

General Description

22. A wide range of laws and regulations related to environmental issues are in place in Bangladesh. Many of these are cross-sectoral and several of them are directly related to environmental issues. The most important of these are the Environment Conservation Act, 1995 (ECA, 1995), and the Environment Conservation Rules (ECR, 1997). The ECA 1995 is primarily an instrument for establishing the Department of Environment (DOE), and for controlling industrial and project related pollution. The Act also defines in general terms that if any particular activity is causing damage to the ecosystem, the responsible party will have to apply corrective measures. Until the appearance of ECR, 1997, enforcement of the Act was not possible, as many of the clauses refer to specifications detailed in the Rules.

23. In addition to the Environmental Conservation Act and Rules, there are a number of other policies, plans and strategies which deal with the water sector, agricultural development, coastal area, protected area disaster management and climate change. These are the National Water Policy, 1999; the Forest Act 1927 (last modified 30th April 2000); National Forest Policy, 1994; the National Conservation Strategy 1992;; National Environmental Management Action Plan (NEMAP), 1995; Coastal Zone Policy, 2005; Coastal Development Strategy, 2006; National Agricultural Policy, 1999; National Fisheries Policy, 1996; National Livestock Development Policy, 2007; Standing Orders on Disaster, 1999 (revised in 2010); Bangladesh Climate Change Strategy and Action Plan, 2009; National Plan for Disaster Management, 2010-2015. Some of these policies and legislations are described in this chapter for reference. The Bangladesh National Building Code, 2006 and Bangladesh Labor Act, 2006 will also be important regarding the occupational health and safety of workers and laborers to be involved in the Project's infrastructure development.

Relevant Policies and Legislation

Environment Conservation Act 1995

24. The national environmental legislation known as Environmental Conservation Act, 1995 (ECA'95) is currently the main legislative document relating to environmental protection in Bangladesh, which replaced the earlier environment pollution control ordinance of 1992 and has been promulgated in Environmental Conservation Rules, 1997 (ECR'97). This Act is amended in 2000 and 2002. The main objectives of ECA'95 are: i) conservation of the natural environment and improvement of environmental standards; and ii) control and mitigation of environmental pollution.

25. The main strategies of the act can be summarized as:

- Declaration of ecologically critical areas, and restriction on the operation and process, which can be continued or cannot be initiated in the ecologically critical areas
- Regulation with respect to vehicles emitting smoke harmful to the environment
- Environmental clearances
- Remedial measures for injuries to ecosystems
- Regulation of projects and other development activities

- Promulgation of standards for quality of air, water, noise and soil for different areas for various purposes
- Promulgation of standard limit for discharging and emitting waste
- Formulation and declaration of environmental guidelines

26. Department of Environment (DOE) implements the Act. DOE is under the Ministry of Environment and Forest and is headed by a Director General (DG). The DG has complete control over the DOE. The power of DG, as given in the Act, may be outlined as follows:

- The DG has the power to shut down any activities considered harmful to human life or the environment. The operator has the right to appeal and procedures exist for this purpose. However, if the incident is considered an emergency, there is no opportunity for appeal.
- The DG has the power to declare an area affected by pollution as an ecologically critical area. DOE governs the type of work or activities that can take place in such an area.
- Before beginning new development project, the project proponent must obtain Environmental Clearance from DOE. The procedures to obtain such clearance are in place.
- Failure to comply with any part of ECA'95 may result in punishment by a maximum of 10 years imprisonment or a maximum fine of BDT. 1000,000 or both.

Environmental Conservation Rules 1997

27. The Environment Conservation Rules provide a first set of rules under the Environment Conservation Act, 1995. This rules is further amended in 2002 and 2003. These provide, amongst others items, standards and guidelines for:

- Categorization of industries and development projects, including roads and bridges on the basis of actual and anticipated pollution load
- Requirement for undertaking Initial Environmental Examination (IEE) and Environmental Impact Assessment (EIA), as well as formulating an Environmental Management Plan (EMP) according to categories of industries/development projects/activities
- Procedure for obtaining environmental clearance
- Environmental quality standards for air, surface water, groundwater, drinking water, industrial effluents, emissions, noise and vehicular exhaust

28. The Rules incorporate "inclusion lists" of projects requiring varying degrees of environmental investigation. The Government is also empowered to specify which activities are permissible and which restricted in the ecologically critical area. Under this mandate, MOEF has declared Sunderban, Cox's Bazar-Tekhnaf Sea Shore, Saint Martin Island, Sonadia Island, Hakaluki Haor, Yanguar Haor, Marzat Baor and Gulshan-Baridhara Lake as ecologically critical areas and accordingly has prohibited certain activities in those areas.

29. Under the Environmental Conservation Rules (1997) a classification system was established for development projects and industries on basis of the location, the size and the severity of potential pollution. It classifies industrial units and projects into four categories for the purpose of issuance of Environmental Clearance Certificate (ECC). These categories are:

- (i) Green
- (ii) Orange A
- (iii) Orange B, and
- (iv) Red

30. **Green Category** projects are considered relatively pollution-free and hence do not require initial environmental examination (IEE) and EIA. An environment clearance certificate (ECC) from the Department of Environment (DoE) is adequate for a project that fall into the Green category. **Orange Category** projects fall into two categories. Orange A projects are required to submit general information, a feasibility report, a process flow diagram and schematic diagrams of waste treatment facilities along with their application for obtaining DOE environmental clearance. Orange B projects are required to submit an Initial Environmental Examination (IEE) report, along with their application and the information and papers specified for Orange B projects. **Red** Category projects are those which may cause 'significant adverse' environmental impacts and are, therefore, required to submit an EIA report. It should be noted that they may obtain an initial site clearance on the basis of an IEE report, and subsequently submit an EIA report for obtaining environmental clearance along with other necessary papers, such as feasibility study reports and no objections from local authorities. The DoE has recently developed IEE and EMP checklists in order to simplify the preparation of conventional and voluminous IEE and EMP reports that may contain irrelevant and unnecessary information.

31. As per ECR '97 all existing and new industries and projects in Orange B and Red category require an Environmental Management Plan (EMP) to be prepared (after conducting an IEE or EIA) and submitted along with other necessary papers while applying for environmental clearance.

National Water Policy 1998

32. The National Water Policy was promulgated in 1999 with the intention of guiding both public and private actions to ensure optimal development and management of water in order to benefit both individuals and the society at large. The policy aims to ensure progress towards fulfilling national goals of economic development, poverty alleviation, food security, public health and safety, a decent standard of living for the people and protection of the natural environment. According to the policy, all agencies and departments entrusted with water resource management responsibilities (regulation, planning, construction, operation and maintenance) will have to enhance environmental amenities and ensure that

environmental resources are protected and restored while executing their activities. Environmental needs and objectives will be treated equally with the resources management needs. The policy has several clauses related to the protection and conservation of the natural environment to ensure sustainable development.

National Safe Drinking Water Supply and Sanitation Policy 1998

33. The National Safe Drinking Water Supply and Sanitation Policy (NSDWSSP, 1998) was adopted in 1998, and sets out the basic framework for the improvement of public health quality and to ensure an improved environment, together with a set of broad sectoral action guidelines. The policy offered the following various objectives to achieve the goal:

- To manage water supply and sanitation related basic needs for all
- To bring about a positive change of peoples' attitude towards water and sanitation
- To reduce the outbreak of water-borne diseases
- To increase the efficiency of the Local Government and associated communities for handling the problems related to water supply and sanitation more effectively
- To improve and make the water supply and sanitation system more sustainable
- To promote proper conservation, management and use of surface water and to control water pollution in light of the scarcity of groundwater
- To take necessary steps to capture and use rain water

34. Ensuring the installation of one sanitary latrine in each household in the rural areas and improving public health standard through inculcating the habit of proper use of sanitary latrines is mentioned as one of the objectives. About urban sanitation, the policy objective is to ensure sanitary latrine within easy access of every urban household through technology options ranging from pit latrines to water borne sewerage. Installing public latrines in schools, bus stations and important public places and community latrines in densely populated poor communities without sufficient space for individual household latrines is also emphasized.

National Policy for Arsenic Mitigation 2004

35. The policy provides a guideline for mitigating the affect of arsenic on people and environment in a holistic and sustainable way. This policy also supplements the National Water Policy 1998, National Policy for Safe Water Supply and Sanitation 1998 in fulfilling the national goals of poverty alleviation, public health and food security. Policy statement includes: access to safe water for drinking and cooking shall be ensured through implementation of alternative water supply options in all arsenic affected areas. All arsenicosis cases shall be diagnosed and brought under an effective management system. Impact of arsenic on agricultural environment shall be assessed and addressed. This policy gives preference to surface water over groundwater. The policy has set the target of providing arsenic free water by 2010 in the worst affected communities.

National Sanitation Strategy 2004

36. The goal of National Sanitation Strategy 2004 was to achieve 100% sanitation coverage by 2010. The strategy aims to delineate the ways and means of achieving the national target through providing a uniform guideline for all concerned. It defines **100% sanitation** – *at the very least, the term “100% sanitation” will mean to include all of the followings: (i) no open defecation; (ii) hygienic latrines available to all; (iii) use of hygienic latrines by all; (iv) proper maintenance of latrines for continual use, and (v) improved hygiene practice.* The strategy also defines the **Hygiene Latrine** - *A hygiene latrine would mean to include all of the following: (i) confinement of feces away from the environment; (ii) sealing of that passage between the squat hole and the pit to effectively block the pathways for flies and other insect vectors thereby breaking the cycle of disease transmission, and (iii) venting out foul gases generated in the pit through a properly positioned vent pipe to keep the latrine odor free and encourage continual use of the hygiene latrine.* The key suggested strategies for sanitation improvement include: (i) creating effective demand through health education and hygiene promotion; (ii) ensuring individual and community actions; (iii) activating local government institutions to play the key role for improving sanitation coverage; (iv) facilitating adequate supply chain of ‘hygiene latrines’; (v) reaching the hardcore poor; (vi) improvement in urban sanitation; (vii) media campaign; (viii) strategies for sustainability; (ix) financing for sanitation programs; (x) monitoring and evaluation; and (xi) emergency response.

National Environment Management Action Plan (NEMAP) 1995

37. NEMAP is an environmental planning exercise initiated by the government through the MoEF following the commitments made under Agenda 21 at UNCED in Rio de Janeiro in June 1992. The key element that distinguishes the NEMAP from the NCS is the commitment to full participation of the population at large interest groups, resource users and environmental stockholders, NEMAP identified the key environmental concerns to Bangladesh and provided an action plan to halt or reduce the rate of environmental degradation, improve the natural and manmade environment, conserve habitats and biodiversity, promoting sustainable development and improving quality indicators of human life. NEMAP has prioritized 57 actions on the environmental front and the government is in the process of creating a second-order priority list for immediate implementation. NEMAP outlines an Action Plan not only for the government, but for the community, the society and suggest what each and every citizen can do to protect the environment. The management actions considered in NEMAP are all essential to the sustainable development and environmental protection of the natural and human resources of Bangladesh. For the purpose of management, implementation, acquiring dedicated funds and enabling all different agencies to initiate or implement their own programs singly or in combination of agencies, all the action have been grouped under four heads: institutional, sectoral, location specific and long-term issues. Sectoral issues are: Health and Sanitation, Forest, Biodiversity, Natural Hazards, Education and Awareness, Industry, Water, Agriculture, Energy, Fisheries, Land, Housing and Transport, etc.

Bangladesh National Building Code 2006

38. Part 7, Chapter 1 of the Bangladesh National Building Code (BNBC) clearly sets out the constructional responsibilities of the relevant construction sites authorities in adopting some precautionary measures to ensure the safety of the workmen. According to Section 1.2.1 of Chapter 1 of Part 7, “In a construction or demolition work, the terms of contract

between the owner and the contractor and between a consultant and the owner shall be clearly defined and put in writing. These however will not absolve the owner from any of his responsibilities under the various provisions of this Code and other applicable regulations and by-laws. The terms of contract between the owner and the contractor will determine the responsibilities and liabilities of either party in the concerned matters, within the provisions of the relevant Acts and Codes (e.g. the Employers' Liability Act of 1938, the Factories Act of 1965, the Fatal Accident Act of 1955 and Workmen's Compensation Act of 1923). The Bangladesh Labor Act of 2006 replaces these Acts.

39. Section 1.4.1 of Chapter 1, Part 7 of the BNBC, states the general duties of the employer to the public as well as workers. According to this section, "All equipment and safeguards required for the construction work (such as temporary stairs, ladders, ramps, scaffolds, hoists, run ways, barricades, chutes, lifts, etc.) shall be substantially constructed and erected so as not to create any unsafe situation for the workmen using them or the workmen and general public passing under, on or near them".

40. Part 7, Chapter 3 of the Code has clarified the issue of safety of workmen during construction and with relation to this, set out the details about the different safety tools of specified standards. With respect to the health hazards to workers during construction, this chapter describes the nature of the different health hazards that normally occur in the site during construction and at the same time details the specific measures to be taken to prevent such health hazards. For example this chapter lists exhaust ventilation, use of protective devices, medical checkups etc. as the measures to be taken by employers to ensure a healthy workplace for the workers.

41. To prevent workers falling from heights, the Code in Section 3.7.1 to 3.7.6 of Chapter 3 of Part 7 sets out the detailed requirements on the formation and use of scaffolding. According to Section 3.9.2 of the same chapter, "Every temporary floor openings shall either have railing of at least 900 mm height or shall be constantly attended. Either a railing with toe board or a hinged cover shall guard every floor hole. Alternatively, the hole may be constantly attended or protected by a removable railing. Every stairway floor opening shall be guarded by railing at least 900 mm high on the exposed sides except at entrance to stairway. Every ladder way floor opening or platform shall be guarded by a guard railing with toe board except at entrance to opening. Every open sided floor or platform 1.2 meters or more above adjacent ground level shall be guarded by a railing on all open sides except where there is entrance to ramp, stairway or fixed ladder on the above precautions shall also be taken near the open edges of floors and roofs".

42. Section 1.2.4 of Part 9 clearly states, "Additions to existing building shall comply with all of the requirements of the BNBC for new constructions. The combined height and area of the existing building and the new addition shall not exceed the height and open space requirements for new building specified in Part 3 of the Code. Where a firewall that complies with Table 3.3.1 of Part 3 is provided between the addition and the existing building, the addition shall be considered as a separate building."

Bangladesh Labor Act 2006

43. The Bangladesh Labor Act of 2006 provides the guidance of employers' extent of responsibility and workmen's extent of right to get compensation in case of injury by accident while working. Some of the relevant sections are:

Section 150. Employer's Liability for Compensation: (1) If personal injury is caused to a workman by accident arising out of and in the course of his employment, his employer shall be liable to pay compensation in accordance with the provisions of this Act; and (2) Provided that the employer shall not be so liable - (a) in respect of any injury which does not result in the total or partial disablement of the workman for a period exceeding three days; (b) in respect of any injury, not resulting in death or permanent total disablement, caused by an accident which is directly attributable to - (i) the workman having been at the time thereof under the influence of drink or drugs, or (ii) the willful disobedience of the workman to an order expressly given, or to a rule expressly framed, for the purpose of securing the safety of workmen, or (iii) the willful removal or disregard by the workman of any safety guard or other device which he knew to have been provided for the purpose of securing the safety of workmen.

Section 151. (1) Amount of Compensation: Subject to the provisions of this Act, the amount of compensation shall be as follows, namely: - (a) where death results an amount equal to fifty per cent of the monthly wages of the deceased workman multiplied by the relevant factor; or an amount of fifty thousand rupees, whichever is more; (b) where permanent total disablement results from an amount equal to sixty per cent of the monthly wages of the injured workman multiplied by the relevant factor, or an amount of sixty thousand rupees, whichever is more; and (2) On the ceasing of the disablement before the date on which any half-monthly payment falls due, there shall be payable in respect of that half-month a sum proportionate to the duration of the disablement in that half-month.

Others: Standing Orders on Disaster

44. The 'Standing Orders on Disaster, 2010' is a substantial improvement over the previous editions (English 1999 and Bangla 1887). New features introduced in this edition include, among others, the following: i) an outline of disaster management regulative framework, ii) an introduction of core groups for emergency response at various levels, iii) multi-agency disaster incident management system, iv) risk reduction roles and responsibilities for all committees and agencies, v) new outlines for local level plans, vi) revised storm warning signals, vii) a report on cyclone shelter design. Conceptually, this edition follows a comprehensive approach emphasizing risk reduction as well as emergency responses relating to all hazards and all sectors. Consequently, it has to be followed not only during disasters, but also at normal times. The Standing Order is designed to enhance capacity at all tiers of government administrative and social structures for coping with and recovering from disasters. The document contains guidelines for construction, management, maintenance and use of cyclone shelters. According to the guideline, geographical information system (GIS) technology will be applied at the planning stage to select the location of cyclone shelter considering habitation, communication facilities, distance from the nearest cyclone-center etc. The advice of the concerned District Committee is to be obtained before final decision. The cyclone shelters should have effective communication facilities so that in times of distress there are no unnecessary delays. For this reason, the road communication from the cyclone shelters should link to cities, main roads and neighboring village areas. Provision of emergency water, food, sanitation and shelter space for livestock during such periods should also be considered for future construction of shelters.

Implication of Policies and Legislations with the PEDPIII

45. The relevant policy and legislation documents underscore the importance of environmental consideration in the project planning and implementation to promote sustainable development. These provide the general guidelines to integrate environmental issues with different sector projects and programs. The ECR'97 (with amendments later on) is the main legislation in Bangladesh. ECR'97 defined different sectors (industries and projects) as 'Green', 'Orange-A', 'Orange-B' and 'Red' categories, without considering the extent and types of interventions. Construction of multi-storied buildings is considered as the 'Orange B' category in ECR'97. However, there is no fixed definition of a multi-storied building. In practice, building more than 10 storied within Dhaka City (as per building construction rules of RAJUK) and building a more than 6-storied building outside of Dhaka city will be considered as 'Orange B' category. It is expected that the primary schools outside of the Dhaka will not be more than 6-storied building and as such, ***no environmental clearance*** will be required. If new construction of more than 6-storied building is considered, Initial Environmental Examination (IEE) and Environmental Management Plan (EMP) would be required to get the environmental clearance from the Department of Environment (DOE) as per ECR'97. In addition, the Environmental Management Framework (EMF) would need to be submitted to the Department of Environment (DOE) for their review and concurrence.

46. The National Building Code and National Labor Act have defined certain measures to ensure proper safety and work environment as well as the compensation measures to the laborers. By national law, in order to be compensated, contractors must follow these safety provisions and compensation arrangements. The implementing agency must ensure that the appropriate occupational health and safety provisions have been included in the bidding documents and are being implemented by contractor.

47. Many primary schools in disaster prone areas are also used as cyclone/flood shelters for the community. If the school will be considered as shelter, the concerned District Committee should be consulted about its location and other information.

48. As per the policies/guidelines on water supply and sanitation, provision for arsenic safe drinking water and adequate sanitation will have to be ensured for schools. The water quality needs to be monitored to ensure that the supplied water is safe for drinking. The latrine to be constructed in the PEDP3 must be hygienic- confinement of feces away from the environment, blocking the pathways for flies and other insects, proper ventilation of foul gases, proper maintenance for continual use with improved hygiene practice.

DEVELOPMENT PARTNER’S ENVIRONMENTAL SAFEGUARDS POLICY

World Bank Environmental Guidelines

49. The Bank requires environmental assessment (EA) of projects proposed for Bank financing to help ensure that they are environmentally sound and sustainable. The World Bank's environmental assessment policy and recommended processing are described in Operational Policy (OP)/Bank Procedure (BP) 4.01: Environmental Assessment. This policy is considered to be the umbrella policy for the Bank's environmental "safeguard policies" which among others include: Natural Habitats (OP 4.04), Forests (OP 4.36), Pest Management (OP 4.09), Physical Cultural Resources (OP 4.11), and Safety of Dams (OP 4.37). The Operational Policies (OPs) are the statement of policy objectives and operational principles including the roles and obligations of the Borrower and the Bank, whereas Bank Procedures (BP) are the mandatory procedures to be followed by the Borrower and the Bank.

50. The most relevant policy of WB in PEDP III activities is OP/BP 4.01 Environmental Assessment. The PEDPIII has been classified as 'Category B', because the project may have minor site-specific environment impacts, which cannot be determined upfront since the "subprojects" are not defined at this stage. Most of the impacts are not expected to be very significant or irreversible. The project requires partial environmental assessment of "subprojects" before implementation. The partial environmental assessment examines the project's potential negative and positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance. In World Bank operations, the purpose of Environmental Assessment is to improve decision making, to ensure that project options under consideration are sound and sustainable, and that potentially affected people have been properly consulted.

World Bank Environmental Screening under OP/BP 4.01

51. All World Bank projects are classified into three environmental assessment categories as shown in the following Table 1.

Category	Category 'A'	Category 'B'	Category 'C'
Description	The project is likely to have significant adverse environmental impacts that are sensitive, diverse, or unprecedented. These impacts may affect an area broader than the sites or facilities subject to physical works	The project has potential adverse environmental impacts on human populations or environmentally important areas—including wetlands, forests, grasslands, and other natural habitats—are less adverse than those of Category 'A' projects. These impacts are site-specific; few if any of them are irreversible; and in most cases mitigation measures can be designed more readily than for Category 'A' projects.	The project is likely to have minimal or no adverse environmental impacts
EA Requirements	For a Category 'A' project, the project sponsor is	EA is narrower than that of Category 'A' EA. Like Category 'A' EA, it examines the project's potential negative and	Beyond screening, no further EA

	responsible for preparing a report, normally an EIA	positive environmental impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance.	action is required for a Category 'C' project
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ADB's Safeguard Policy Statement (2009)

52. All projects funded by ADB must comply with the Safeguard Policy Statement (SPS 2009) and Operational Manual F1 (2010). The purpose of the SPS is to establish an environmental review process to ensure that projects undertaken as part of programs funded under ADB loans are environmentally sound, are designed to operate in compliance with applicable regulatory requirements, and are not likely to cause significant environmental, health, or safety hazards. The SPS (2009) requires a number of additional considerations, including (i) project risks and respective mitigation measures and project assurances; (ii) project level grievance redress mechanism including documentation in the EMP; (iii) definition of the project area of influence; (iv) physical cultural resources damage prevention analysis; (v) climate change mitigation and adaptation; (vi) occupational and community health and safety requirements (including emergency preparedness and response); (vii) economic displacement that is not part of land acquisition; (viii) biodiversity conservation and natural resources management requirements; (ix) provision of sufficient justification if local standards are used; (x) ensuring adequate consultation and participation; and (xi) ensuring that the EMP includes an implementation schedule and (measurable) performance indicators.

53. ADBs Safeguard Policy Statement (SPS) include operational policies that seek to avoid, minimize, or mitigate adverse environmental and social impacts, including protecting the rights of those likely to be affected or marginalized by the development process. ADB's SPS set out the policy objectives, scope and triggers, and principles for three key safeguard areas: (i) environmental safeguard (ii) involuntary resettlement safeguards, and (iii) Indigenous Peoples safeguards.. All three safeguard policies involve a structured process of impact assessment, planning, and mitigation to address the adverse effects of projects throughout the project cycle. The safeguard policies require that impacts are identified and assessed early in the project cycle; plans to avoid, minimize, mitigate, or compensate for the potential adverse impacts are developed and implemented; and affected people are informed and consulted during project preparation and implementation. A basic principle of the three existing safeguard policies is that implementation of the provisions of the policies is the responsibility of the borrower/client. Borrowers/clients are required to undertake social and environmental assessments, carry out consultations with affected people and communities, prepare and implement safeguard plans, monitor the implementation of these plans, and prepare and submit monitoring reports.

Table 2: ADB Environmental Screening

Category	Category 'A'	Category 'B'	Category 'C'	Category FI
Description	The project is likely to have significant adverse environmental impacts that are irreversible, diverse, or unprecedented. These impacts	The project has potential adverse environmental impacts on human populations or environmentally important areas— including wetlands, forests, grasslands, and other natural	The project is likely to have minimal or no adverse environmental impacts	A project is classified as category FI if it involves the investment of ADB funds to, or through, a

Table 2: ADB Environmental Screening				
	may affect an area larger than the sites or facilities subject to physical works	habitats—are less adverse than those of Category ‘A’ projects. These impacts are site-specific; few if any of them are irreversible; and in most cases mitigation measures can be designed more readily than for Category ‘A’ projects.		financial intermediary.
EA Requirements	For a Category ‘A’ project, an Environmental Impact assessment (EIA) is required	An Initial Environment Examination (IEE) is required	No environmental assessment is required although environmental implications need to be reviewed	All FIs will ensure that their investment are in compliance with applicable national laws and regulations and will apply the prohibited investment activities list.

AusAID Environmental Management Guidelines

54. The *Environmental Management Guide for Australia’s Aid Program 2003* provides an overview of AusAID’s Environmental Management System (EMS) and outlines the steps to be followed in environmental assessments of activities and the procedures for managing potential environmental impacts. The EMS forms an integral part of its overall management system and activity cycle. The objective of the EMS is to ensure activities in the Australian Government’s aid program that are likely to have impacts on the environment are properly assessed and managed. The EMS enables AusAID to meet its legal obligations under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act). The EMS also provides the means for AusAID to continuously improve environmental performance in aid activities and to demonstrate the agency’s commitment to sound environmental management practices. For each policy, program, plan, or activity an initial assessment is carried out to evaluate the environmental impacts by answering environmental marker questions, identifying DAC (subsector) codes, and selecting environment generic field codes. Findings are incorporated into the policy, program, plan or activity implementation and monitoring and evaluation.

GENERAL PRINCIPLES FOR EMF

55. For programmatic or sectoral projects/programs, in which specific “subprojects” are not known in advance, it is recommended that a set of environmental principles for the design and construction of small civil works be agreed upon in the Environmental Management Framework (EMF) and the details to be described in the Operational Manual. The DPE and LGED will follow a set of principles in implementing the infrastructures under PEDP III to ensure environmental sustainability of the project. The general principles of the environmental management in PEDP III are mentioned below:

General Principles

- The Joint Program Director or his/her assigned official at the DPE will be responsible overall for environmental compliance in PEDP III.
- The Program Coordinator (Superintending Engineer) of LGED will be responsible for subproject specific environmental compliance and relevant reporting in PEDP III.
- All the “subprojects” to be funded under the PEDP III will be subjected to an environmental screening/assessment in order to prevent execution of “subprojects” with significant negative environmental impacts.
- The designs should avoid or minimize the need for resettlement of population, as well as the impact on green and recreational areas and buildings of historical or architectural value. If above impacts are unavoidable, resettlement plans, mitigation and compensatory measures will be included in project costs.
- The design should harmonize with local surroundings including landscaping and planning for other uses for all additionally created spaces in order to minimize negative impacts on environmental quality and property values.
- It is assumed that there is likely to be no major harmful impacts on environment from civil construction under the program. However, particularly 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 should be priority given on the use of locally available construction materials (e.g. Bamboo and wood). Another, particularly important point in this regard is the preservation of the surroundings 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 will be avoided rather indigenous tree species will be planted to conserve the native biodiversity and maintain ecosystem integrity.
- Design and construction of school building in the vulnerable coastal areas will consider ‘climate proofing design’ (e.g. raising of plinth level for flood, increase strength of building to resist cyclone and storm surge, avoid of river bank erosion side, etc.)
- Alternative solutions and final designs should be subjected to public and community consultation with special emphasis on students/teachers. The preference of students and teachers will be given priority in designing the infrastructure.

- To minimize public nuisances, construction activities should follow strict environmental guidelines. Construction schedules and the timing of necessary interruption of public utilities should be informed to the affected community.
- The implementing agency will be responsible for obtaining and ensuring clearance required from government or local government agencies/committees, if necessary.
- All areas and infrastructure affected during construction should be restored to their original condition, specially sidewalks, green street dividers, gardens, sidewalk trees, utilities, and side streets impacted by traffic diversion.
- Annual water quality monitoring of the all the installed tube-wells under Primary Education Development Program will be carried out to ensure safe drinking water facilities to the students and teachers.
- Provision for adequate sanitation facilities for the teachers and students will be made and a mechanism for regular cleaning and routine maintenance will be developed.
- No program activities will be carried out in disputed lands or lands restricted for development or Environmentally Sensitive areas.
- Climate resilient and flood proofing considerations will be integrated in the design of relevant “subprojects”.
- Environment friendly and energy-efficient options will be promoted in the infrastructure.
- To solve the drinking water problem in remote hilly areas and coastal areas, rainwater harvesting and other feasible options will be explored.

ANTICIPATED ENVIRONMENTAL IMPACTS

Introduction

56. This section deals with the main potential environmental concerns likely to arise from the various “subprojects” and/or components interventions proposed under the PEDP III. The program will support mainly four (04) types of the “subprojects”. These are: i) new building construction, ii) expansion or major renovation of existing buildings; iii) regular operation and maintenance and minor renovation of buildings and iv) water supply and sanitation provision. The new building construction may include a new school building, dormitory and National Academy of Primary Education (NAPE) buildings in new locations. The nature of civil works propose to be financed under the program is not likely to cause significant and/or irreversible adverse environmental impacts. Most of the project impacts would be localized due to the relatively small-scale activities. However, there are some issues of concern that cut across the range of proposed interventions. Field studies and lessons from similar programs show that issues such as selection of appropriate sites, preference of students and teachers are some of the key concerns that influence project success and sustainability. The typical environmental impacts related to the school construction and water supply and sanitation issues are discussed below.

Typical Environmental Impacts

Loss of Land

57. If a new building is constructed on agricultural land, it will reduce the availability of agricultural land and ultimately will reduce crop production. During design phase, alternative options should be explored and assessed to identify suitable land, which has less impact on agricultural production. Again, construction of a new building may change the topography of the intervention area. Surrounding agricultural land may gradually be converted to non-agricultural uses.

Drainage Congestion/Water Logging

58. The construction of new structure may interfere with cross drainage and can cause flooding or drainage congestion in adjacent areas during period of high rainfall. This may affect commercial activities in the market and cause potential risk to community health, crop damage and in extreme cases long-term loss of agricultural lands. In addition, lack of proper drainage for rainwater/liquid waste or wastewater owing to the construction activities harms the environment in terms of water and soil contamination and mosquito growth. The need to maintain the natural drainage channels during the construction under the program (primarily school building) are to prevent pooling of water, wastewater and mosquito breeding is important. Migration of fish and other aquatic organism may be disrupted due to the arresting of water flows or drainage congestion. There is possibility of the loss of native fish diversity, if fish cannot migrate for spawning or searching of breeding ground due to the arresting of fish pass. However, the impact of blockage of drains due to such minor construction activities on fish migration and fish diversity is unlikely. Stagnant water due to poor drainage, blocked sewers, and overflowing septic tanks or soak pits may create adverse health effects. These issues should be properly addressed and taken into consideration during the design phase of “subprojects”.

Surface/Ground Water Pollution

59. During construction, surface water quality may deteriorate due to construction activities, and sewerage from construction sites and work camps. Construction will modify groundcover and topography, which may change the surface water drainage patterns, including infiltration and storage of stormwater. Dust from material stockpiles may also increase sediment and contaminant loading of surface water bodies.

Disruption of Natural Ecosystem

60. Construction of new buildings and other earthwork may disrupt the integrity of existing ecology and natural ecosystem and biodiversity. Clearing of vegetation may impact shelter, feeding and/or breeding and/or physical destruction and severing of habitat areas. In addition, illegal sourcing of fuel wood by construction workers will impact natural flora and fauna. Precautionary measure should be put in place incase of construction of the school building in ecologically critical areas and other nature reserve.

Dust and Noise Pollution

61. Dust generation from construction sites, material stockpiles and access roads is a nuisance in the environment and can be a health hazard. Dust pollution occurs due to handling of soils during construction and mainly from lack of watering the ground. Such pollution is also a function of weather conditions in dry season nuisance is more; during rainy season, dust nuisance subsides. Dust is more important during pre-construction / construction stages. Noise pollution is normally due to some construction-related activities

and machinery. Noise and vibration may impact people, property, fauna, burrowing wildlife (e.g. snake), other nocturnal animal and break the synchrony of natural ecosystem..

Occupational Health and Safety

62. Construction work may pose health and safety risks to the construction workers and site visitors leading to severe injuries and deaths in extreme cases or a major accident). There is potential for diseases to be transmitted including malaria, diarrhea, and dysentery etc. exacerbated by inadequate health and safety practices. The population in the proximity of the construction site and the construction workers will be exposed to a number of (i) biophysical health risk factors, (e.g. noise, dust, chemicals, construction material, solid waste, waste water, vector transmitted diseases etc) and (ii) risk factors resulting from human behavior (e.g. STD, HIV etc). A lack of first aid facilities and health care facilities in the immediate vicinity would aggravate the health conditions of the victims.

63. Lack of water and sanitation facilities at construction sites inconveniences construction workers and affect their personal hygiene.

Arsenic Risk

64. **The major environmental concern for the installation of new tube-well is to ensure safe drinking water provision to the students. Arsenic poses the major environmental and health risk in the project. In the absence of proper testing facilities and alternative option, students may continue to consume arsenic contaminated water in arsenic affected-areas of the project. The long-term exposures to arsenic in drinking water may result in black spots, thickening and roughness of palms and soles, white intermittent dots, nodular growth on palms and soles, swelling of feet and legs, peripheral neuropathy, kidney and liver disorder etc. in initial and secondary stages. Gangrene or cancer may result in the final stage.**

Disaster and extreme climate events

65. **Due to the increased frequency and intensity of tropical cyclone, storm surge, sea level rise, flooding, river erosion, salinity intrusion and other extreme climate events, the coastal areas of the project site may be vulnerable for workers and students. Therefore pre-disaster, disaster and post disaster preparedness would be required in the project site. Proper adaptation and disaster risk reduction measure will be adopted in the emergency situation.**

Risk from Poor School Sanitation

66. **Sanitary latrines provide enormous health benefits to communities. However, they should be designed, constructed and maintained properly. Close location of latrines to tube-wells can lead to groundwater contamination. Again, lack of proper design, construction and maintenance can create drainage congestion. Inadequate maintenance of latrines and water logging also may create mosquito-breeding habitat.**

Lighting and Ventilation System

67. **Poor indoor lighting in classroom may have many harmful effects on health and well-being (e.g. eyesight) of teachers and students. Inadequate ventilation in classrooms may lead to respiratory problems, and easier transmission of infectious diseases.**

ENVIRONMENTAL MANAGEMENT IN PEDP III

Environmental Screening and Assessment

68. In general, the environmental screening process identifies what level of environmental assessment is required for “subprojects” and/or components. It is one of the crucial stages of project decision making. The screening process also provides information to decision-making authorities about the nature of a subproject before its implementation. Broadly speaking, the purpose of the environmental screening is to get relevant concerns addressed early on before further design of a project and to ensure that actions to mitigate environmental impacts or enhance environmental opportunities are budgeted for. The environmental screening is about taking stock in time to avoid losing later opportunities. The participation and consultation with beneficiaries/local communities are important in identifying the potential impacts of the interventions. Partial environmental assessment (or Initial Environmental Examination) will be carried to get more information for the new construction to achieve the following objectives:

- To establish the environmental baseline in the study area, and to identify any significant environmental issue;
- To assess these impacts and provide for measures to address the adverse impacts by the provision of the requisite avoidance, mitigation and compensation measures;
- To integrate the environmental issues in the project planning and design;
- To develop appropriate management plans for implementing, monitoring and reporting of the environmental mitigation and enhancement measures suggested.

69. Considering the nature and magnitude of potential environmental impacts from relatively limited-scale construction (except the National Academy for Primary Education), renovation, refurbishing construction work and other associated components of PEDP III, the proposed operation has been classified as ‘Category B’ according to the World Bank and ADB environmental categorization. Since, no screening/assessment of the proposed operation was carried out during the preparation phase, screening will be required for all “subprojects”. A sample-screening format for construction is attached in Annex-A. The Bangla form will be used for the screening purposes at field level. A GIS map with possible location of the school will need to be attached with screening format. The DoE requirements would be addresses as per the categorization of program subprojects as per the Environmental Regulations of Bangladesh.

70. For the decision of the new tube-well installation, the following information should be collected and analyzed.

- Arsenic concentration of the tube-wells (with depth and year of installation) within 500 m radius of proposed point
- Level of dissolved iron and salinity in the locality
- The depth of water tables
- Geological information

- Distance from closest sanitary latrine
- Drainage facility
- pH of water

71. The following information should be collected and analyzed for the sanitary latrine construction.

- Distance from water source
- Drainage facility
- Closest water table
- Soil condition

72. In addition to the information related for installation of new tube-wells and/or construction latrines, the project should analyze the present condition to understand the real need for water supply and sanitation facilities and existing hygiene practices. This will specifically help the project to recommend specific measures to improve the maintenance and hygiene practices for the existing and new facilities. A check list for understanding the existing sanitation and water supply facilities in the school is attached in Annex-B.

73. Considering the large numbers of the “subprojects”, the PEDP III proposes a flexible approach for the environmental documentation for different types of the project. Table-2 provides “subproject” environmental screening table.

Table-3: Subproject Environmental Screening Table

Types of “subprojects”	Environmental Assessment Documentation Required
Water supply option (Tube-well)	Location-specific water quality and geological information. Site-specific Environmental Management Plan (EMP) necessary.
Sanitary latrine	Location-specific information. Site-specific Environmental Management Plan (EMP) necessary.
Maintenance and minor renovation of buildings	Site-specific environmental screening information as per format (Annex-A). Site-specific Environmental Management Plan (EMP) necessary.
Major renovation/expansion and construction of new school	Site-specific environmental screening format and Initial Environmental Examination (IEE) are required. Site-specific Environmental Management Plan (EMP) will have to be prepared.
Construction of schools/dormitory more than 6 storied buildings and National Academy for Primary Education	Site-specific environmental screening format and Initial Environmental Examination (IEE) are required. Site-specific Environmental Management Plan (EMP) will have to be prepared. Environmental Clearance from Department of Environment (DOE) is required.

Environmental Mitigation

74. The primary objective of the environmental management and monitoring is to record environmental impacts resulting from PEDPIII activities and to ensure implementation of the 'mitigation measures' in order to reduce adverse impacts and enhance positive impacts from specific activities. Based on the information obtained from the environmental screening/assessment, a site-specific Environmental Management Plan (EMP) will be prepared. The EMP will indicate the impacts predicted, mitigation measures to minimize the impacts, identify the institutional arrangements for undertaking the mitigation measures and monitoring arrangements, implementation schedules of the mitigation arrangements and reporting requirements and cost estimates. For example, if the "subproject" requires a plantation to compensate for the trees lost due to construction/expansion of new structure, the cost of plantation of similar species must be considered in subproject design. A sample environmental management plan format is attached in Annex-C and a typical environmental mitigation measures have been suggested in Annex-D. The EMP will also include specific guidelines for debris disposal as well as resource extraction (e.g. sand, timber, metal, etc.) for all specific construction activities financed under the project.

75. Though construction activities per se, are likely to have minimal on site environmental impacts, most of the negative environmental impacts are likely to be seen off-site, where construction materials such as sand, clay for bricks and timber will be sourced. Therefore, all tender/bidding documents for construction/renovation activities will include clauses to ensure that contractors obtain construction materials from authorized sites with proper licenses. In addition, the contractors will be required to adhere to the mitigation measures contained in the EMP, which will form part of the contract conditions.

Environmental Supervision and Monitoring

76. The purpose of environmental supervision is to make sure that specific mitigation parameters are identified in the environmental assessment and as bound by the contract are satisfactorily implemented. In addition, monitoring is necessary to ensure that the envisaged purpose of the project are achieved and result in desired benefits to the target population without adversely affecting natural environmental resources. The monitoring activities of PEDP III will include verifying compliance with the environmental management plan implementation. In general, the consultant will monitor the following indicators during field visit as 'spot checking' and the related mitigation measures: (i) loss of agricultural lands; (ii) drainage congestion/water logging; (iii) surface water pollution; (iv) dust and noise pollution; (v) distance between tube-wells and sanitary latrines; (vi) occupation health and safety practices; (vii) maintenance of water supply and sanitation facilities, (ix) impact of climate change and disasters, etc. A Management Information System (MIS) will be developed to record the environmental mitigation and monitoring information along with the infrastructure development data. A climate change adaptation and disaster risk reduction plan will also be developed in some vulnerable locations. The MIS will have provision of built-in report generation with various options.

77. In addition, the arsenic level testing in the drinking water installed in the Primary Education Development Program and PEDPIII will be carried out on an annual basis using the field test kit method. 5% of the total water samples will be tested at the laboratory for quality assurance. The water quality monitoring report will include the upazilla-wise comparison of the data with the previous year monitoring and also between the test results

of the field-test kit method and laboratory test method. The report will also cover the present water supply option of the arsenic affected tube-well. The findings of the report will help in planning the next year's tube-well installation and piped water supply options.

78. A quick monitoring on the operation and maintenance of the water supply and sanitation facilities by the DPE and LGED officials is also recommended to provide the direct feedback to the School Management Committee. The quick monitoring may include the following indicators: (i) Is the latrine and area around it clean? (ii) Is the Latrine and area around it free from fly nuisance? (iii) Is there a cover or other means to keep the flies out? (iv) Is the latrine and the area around it free from odors? (v) Is the area around the latrine free from stagnant water? (vi) Is the latrine slab smooth and easy to clean? (vii) Is the latrine slab strong and without any cracks? (viii) Is the tube-well platform clean? (ix) Are there proper drainage facilities? (x) Are hand-washing facilities available in or near the latrine?

INSTITUTIONAL ARRANGEMENT AND CAPACITY BUILDING

Institutional Arrangement

79. The Local Government Engineering Department (LGED) has been assigned for the infrastructure development in the Primary Education Development Project II (PEDP II). LGED has set-up its institutional arrangements for the implementation of the PEDP II. The Superintending Engineer (Education) acts as the Project Coordinator for infrastructure development. The Superintending Engineer Office supported the Executive Engineer (Education) with 74 staff (technical and support staff). The key staffs are 1 Senior Assistant Engineer, 8 Assistant Engineers, 10 Monitoring Officers, 10 Assistant Monitoring Officers and 3 computer operators. The Superintending Engineer is supported by a number of individual consultants. LGED also set-up 10 regional level offices at Dhaka, Chittagong, Rajshahi, Khulna, Sylhet, Barisal, Rangpur, Mymensingh, Faridpur and Comilla. Each Regional Office is headed an Executive Engineer (Education and Training) with 19 technical and support staff. The key staffs at the regional office are: 1 Assistant Engineer, 1 Monitoring Officer, 1 Estimator (Sub-Assistant Engineer), 1 Draftsman (Sub-Assistant Engineer), 2 Sub-Assistant Engineers and an Assistant Monitoring Officer. In addition, at the district levels and Upazilla levels, LGED offices are also involved in the implementation of the program activities. LGED will maintain the same institutional structure for the PEDP III implementation and will include an Environmental Specialist as an individual consultant. The ToR of the Environment Specialist (individual consultant) is attached in Annex-E.

80. In addition to the special arrangement and staffing for the primary education project, LGED has its own regular set-up at district and upazilla level. The upazilla based LGED offices are responsible for implementation of the field level activities. These offices have also been involved for Primary Education Project since 1990 with support from primary education set-up, district level offices and head quarter divisions. The Design Division at Dhaka has been responsible for providing the engineering design and cost estimation of the infrastructures. Five Assistant Engineers at LGED Executive Engineer (Education) office, Dhaka will act as Environmental Focal Points at Headquarters and will be responsible for coordination with 2 regional offices on environmental issues in addition to their other regular activities. The Executive Engineer (Education) will ensure the overall coordination and responsible for monitoring of environmental safeguard issues. The Assistant Engineer at Regional Office will act as the Environmental Focal Point and will responsible for coordinating environmental activities at field level. The Upazilla LGED Office will be responsible for reviewing existing facilities, "Subproject" screening and environment management plan (EMP) preparation and implementation. Specifically, the Upazilla Sub-Assistant Engineer/Assistant will be responsible for carrying out the screening and preparing subproject specific EMP preparation. The Upazilla Engineer will review the screening report and EMP through field visit. The Upazilla Engineer will also be responsible for supervision and monitoring of environmental mitigation activities at Upazilla level. The Assistant Engineer at Regional Office will review at least 25% of the screening and EMP reports and implementation of EMP at field level. If IEE is required, it will be the responsibility of the Assistant Engineer at the Regional Office. The Executive Engineer (Education & Training) at Regional Office will review all IEE and monitor the implementation of EMP. The Assistant Engineer at the Headquarters will ensure quality control and reporting at regional level. The Environmental Specialist will prepare the training materials, conduct training of staff, prepare screening, IEE report and EMP on sample basis, review certain percentage of the EMP and prepare Quarterly and Annual Environmental Reports of the PEDP III.

81. In addition, DPE will set-up an Engineering Unit during the implementation of the PEDP III. This unit will hire the consultant services to monitor at least 10% of the infrastructure implemented by the LGED. The monitoring will include the environmental performance (environmental screening, EMP and implementation of environmental mitigation measures) of the “subprojects”. The monitoring report will have a dedicated section on Environment. A Geographic Information System (GIS) will be developed at DPE to record all the Primary School locations and data. The development partner(s) in consultation with DPE may also assign a firm/institute as third party monitoring of the physical progress, construction quality, and environmental safeguard and operation status of the infrastructures.

82. For the purpose of annual water quality monitoring, DPE will sign a Memorandum of Understanding (MoU) with the Department of the Public Health Engineering (DPHE). DPE will provide all the tube-wells information and field test kits to the DPHE Research and Development (R&D) Division. DPHE will coordinate and implement the testing through its field office and prepare the analytical report. DPHE will also carry out 5% quality check in their zonal laboratories. DPE will pay DPHE the laboratory test cost, field test cost and reporting cost.

83. For climate proof and disaster resilient school building, LGED may work together with Disaster Management Bureau (DMB) BUET and other relevant organizations for designing and construction of climate resilient school building in vulnerable coastal areas. Based on expected climate impacts in vulnerable coastal areas such as flooding, cyclone, storm surge, the project will adopt simple measures such as raising the plinth level of the school structures, safeguards against cyclone and storm surge or river bank erosion of foundation and providing adequate structural strength to withstand high wind pressure etc. A climate change adaptation expert would be consulted to advise such measures at the program level.

84. The other key stakeholder is the School Management Committee (SMC). SMC will be responsible for the site selection, the design criteria definition as per teachers and students needs, supervising the construction, ensuring proper operation and maintenance of the water supply and sanitation facilities as well as the cleaning and maintenance of school room and premises.

Capacity Building

85. **Local Government Engineering Department (LGED)** is one of the leading government agencies that have incorporated environmental assessment to their project planning. It also reconstituted its Environmental Unit with an Additional Engineer as head of the unit. LGED has prepared the ‘Environmental Assessment Guidelines for LGED Projects’ with the support of the IDA-funded Rural Transport Improvement Project (RTIP) in late 2008. The guidelines, prepared in collaboration with RTIP, aimed to provide the framework EIA for different sector projects undertaken by LGED for planning, implementation and subsequent operation. The guidelines constitute simple procedures and formats to undertake IEE and EIA of proposed projects and “subprojects” to identify potential negative impacts and draw up an EMP where necessary. LGED has implemented several IDA funded projects and familiar with Bank safeguard policies.

86. However, the LGED unit responsible for the Education does not have adequate experience on the environmental management. Capacity building at different levels is necessary in order to implement the EMF successfully. The suggested capacity building

measures, for example include: i) providing environmental competency/human-resources, ii) training, orientation and awareness, activities on environmental planning and management of school and school-facilities, and iii) mechanisms for coordination and for accessing specific environmental services e.g. water-quality testing, climate resilient school building design and construction, etc.

87. In consideration of increasing workload envisaged for implementation of the EMF and the nonexistence of environmental competency at centre, LGED will have a full-time Environmental Specialist at Education Unit to look after the EMF activities for PEDP III. The Specialist will be responsible for implementation of the EMF and its provisions, including compliance checking, facilitation, coordination and ensuring dissemination, orientations and capacity buildings activities. Additional human resources or agency will be hired, if necessary, in order to effectively implement the EMF.

88. The Environmental Specialist will lead the capacity development efforts in LGED Education Unit. The Project Coordination will form a team who will be responsible for the environmental training in the PEDP III staff. The team will work in close cooperation with the LGED Environmental Unit and Environment Specialist. The team with the support of environmental specialist will: (i) coordinate environmental training for staff and local contractors; (ii) develop and review different training materials; and (iii) assess further capacity needs for environmental training. The staff assigned as the Environmental Focal Points and also all the Executive Engineers and Assistant Engineers will receive training on priority basis. The other staff and selected staff of DPE will also receive training gradually.

89. The program will also consider the capacity building of the SMC for the maintenance of the water supply and sanitation facilities. The option of linking with the existing government program of health and hygiene education will also be explored. Special attention will be provided to the boys and girls for encouraging them to spread the messages they have learned from teachers, health workers or other sources. Children have special advantages and special roles in spreading health messages to others. This will also help to properly maintain the hygienic condition of the urinals, toilets and water supply conditions in the schools.

Grievance Redress Mechanism

90. Environmental issues will be integrated with the project **Grievance Redress System**. The Office of the Joint Program Director will be responsible for developing appropriate formats for complaints and redress as well as disseminating information about the Grievance redress system. A grievance redress procedure will be established to deal with various non-legal issues that may arise during preparation and implementation of the infrastructure and environmental activities. The grievance mechanism should be scaled to the risks and adverse impacts of the project. It should address affected people's concerns and complaints promptly, using an understandable and transparent process that is gender responsive, culturally appropriate, and readily accessible to all segments of the affected people at no costs and without retribution. The affected people will be appropriately informed about the mechanism. Complainants can however send letters of complaint to any level and the level where they are received will act these upon. The Grievance Redress Committees (GRCs) will try to resolve conflicts amicably by bringing together the directly concerned parties. The GRCs will however not provide legal advice to the contestants. Decisions made by using this mechanism will be binding on the project authority.

CONSULTATION AND INFORMATION DISCLOSURE

Consultation

91. On behalf of DPE, a consultant carried out the field visit of the existing PEDP II project sites as part of the EMF preparation. The consultant reviewed the existing documents in field, school conditions, geographic location of school, water supply and sanitation facilities, discussed with all relevant stakeholders and took their opinion how to improve the environmental practices in primary education program and to integrate environmental concerns to improve the sustainability of the program interventions. This EMF included the recommendations from consultations and field visits observations.

Disclosure

92. The EMF will be disclosed by the DPE in their website for public comments within 30 days of the notice published in the 2 daily national newspapers (one English and another Bangla). LGED will also disclose this document on their website. In addition, the World Bank will publish this document in InfoShop and ADB in its website.

Monitoring and Reporting

93. LGED will monitor and measure the progress of implementation of the EMP. The extent of monitoring activities will be commensurate with the project's risks and impacts. In addition to recording information to track performance, the LGED will undertake inspections to verify compliance with the EMP and progress toward the expected outcomes. For subprojects likely to have significant adverse environmental impacts, the borrower/client will retain qualified and experienced external experts or qualified NGOs to verify its monitoring information. The LGED will document monitoring results, identify the necessary corrective actions, and reflect them in a corrective action plan. LGED will implement these corrective actions and follow up on these actions to ensure their effectiveness. LGED will prepare periodic monitoring reports that describe progress with implementation of the EMP and compliance issues and corrective actions, if any. They will submit at least half yearly monitoring reports during construction for subprojects likely to have significant adverse environmental impacts or when requested by any of the DPs.

ANNEX A: ENVIRONMENTAL SCREENING FORMAT

District:

Upazilla:

Union:

Village:

Type of Subproject:

Major Activities under the Subproject:

Screening Questions	Yes	No	Scale of Impact			Remarks
			High	Medium	Low	
A. Subproject Siting						
Is the subproject area adjacent to or within any of the following environmentally sensitive areas?						
▪ Protected Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Wetland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Potential Environmental Impacts						
Will the subproject cause.....						
▪ loss of agricultural land?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ negative effects on rare (vulnerable), threatened or endangered species of flora or fauna or their habitat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ negative effects on designated wetlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ negative effects on locally important or valued ecosystems or vegetations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ destruction of trees and vegetation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ insufficient drainage leading to water logging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ block any road/access/approach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ produce significant quantities of construction wastes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ negative effects on surface water quality, quantities or flow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ increased noise due to day-to-day construction activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Screening Questions	Yes	No	Scale of Impact			Remarks
			High	Medium	Low	
<ul style="list-style-type: none"> ▪ increased wind-blown dust from material (e.g. fine aggregate) storage areas? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Other Potential Impacts						
Will the subproject cause.....						
<ul style="list-style-type: none"> ▪ degradation or disturbance of historical or culturally important sites (mosque, graveyards, monuments etc.)? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ conflicts in water supply rights and related social conflicts? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> ▪ health risks to labors involved in activities? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Note: Please add any other screening questions relevant to the demonstration. Also provide additional comments and/or positive impacts in 'remarks' column.

Recommendations:

Filled and signed by LGED Sub Assistant Engineer:

Name: _____

Date: _____

Reviewed and signed by LGED Assistant Engineer:

Name: _____

Date: _____

ANNEX B: FACTORS TO UNDERSTAND EXISTING SANITATION AND WATER SUPPLY CONDITION

Sanitation Facilities:

- What is the type of existing latrines? (are these single pit/ double pits/ twin pit latrine of attached with a septic tank?)
- What is the number of the available latrines and urinals?
- Are constructions/maintenance of the latrines OK? (are the doors, plaster, roof etc. in good condition?)
- Are the latrines working well? (are pits/ twin pits/ septic tanks/soak away working properly?)
- Are the latrines clean or are the dirty and smelly?
- Can the latrines be locked from inside?
- Do these latrines have privacy in terms of proper doors and location?
- Are the latrines kept under lock and key during school time?
- Is there a hand washing facility (soap, ash etc.) available?
- Are urinals available for the boys?
- Are the urinals smelly?
- Do the girls students stay at home because of having no proper latrines or because they have to share with boys?
- Do the latrines need any special maintenance?
- Is the number of latrines available sufficient for the number of students / teachers in each shift we have in the school? etc.
- Other observations

Water Supply Facilities:

- Are water supply facilities available in the premises?
 - Is there enough water available for washing hands, cleansing, flushing and cleaning of the latrines?
 - How is the physical condition of the water supply facilities?
 - What is the distance between water supply facility and latrines?
 - Are different sources of water used for sanitation and drinking purposes?
 - Is the environment of water supply facility clean and does a soak away exist?
 - Are there any reported events of sickness or contamination by drinking the existing water source?
 - Other observations
-

ANNEX C: TYPICAL ENVIRONMENTAL MANAGEMENT PLAN FORMAT

Activity/Issue	Potential Environmental Impacts	Proposed Mitigation Measures	Responsible Parties	Estimated Cost

ANNEX D: TYPICAL ENVIRONMENTAL MITIGATION MEASURES FOR BUILDING CONSTRUCTION

Impact	Impact Description	Mitigation Measures
Change in land use and loss of agricultural land	Change in land use pattern and topography of the project	<ul style="list-style-type: none"> * Avoid agricultural land for subproject activities * If avoidance is not possible, analyze the alternative and choose the best option
Drainage congestion/water logging	Improper site selection and construction can create localized drainage problem/water logging	<ul style="list-style-type: none"> * Consider the drainage system of the whole area in subproject design * Maintain cross-drainage at all times during construction * Prevent all solid and liquid wastes entering waterways by collecting solid waste and wastewater from brick, concrete
Losses of trees and vegetation	Cutting or trimming of trees, losses of vegetation	<ul style="list-style-type: none"> * Consider alternation options to reduce the loss of trees and vegetation * A green fence will be raised with native tree species around the school * Plant same species of trees and vegetation as compensatory measures
Dust and noise pollution	Dust generation during construction phase. Spillage of the material will be occurred from physical works Noise generation from physical interventions	<ul style="list-style-type: none"> * Spray of water during dry season and in windy conditions * Immediate compaction after construction of base course * Cover the stockpiles of fine materials in construction yard * Plan the work schedule of noise creating activities in consultation of local community * Employ best available work practices on-site to minimize occupational noise levels
Blocking of Roads/access/approach	Improper storage of construction material may block the roads/access/approach to the school or the community	<ul style="list-style-type: none"> * Construction materials and machinery should not be placed in a manner that blocks any roads, paths or local accesses * unloading of construction materials should be carried in a manner and time so as to avoid blockage of roads/paths/access * Waste should not be placed on the roads
Surface Water Pollution	Improper disposal of solid and liquid waste generate from construction sites will pollute the water quality	<ul style="list-style-type: none"> * Prohibit direct disposal of solid and liquid wastage into nearby water body. * Spoil Management Plan should be implemented by the contractor
Occupational health and safety	Chances of any accidents, spread of communication diseases	<ul style="list-style-type: none"> * Implement suitable safety standards for all workers and site visitors * Provision of first aid facility * Arrangement of safe drinking water and sanitation facilities for the labors working in the “subprojects”

Impact	Impact Description	Mitigation Measures
Day Lighting and ventilation system	Poor lighting and ventilation may impact on students and teachers	* Adequate windows in proper direction in consultation with students and teachers
Selection of appropriate Water Supply Technology	Without proper analysis, the new source can be arsenic contaminated	* Identify unions and upazillas based on DPHE survey where shallow or deep tube-wells are feasible * Analyze local surrounding arsenic test results and recommend for tube-wells or not
Selection of appropriate location for water source and sanitary latrine	Location may not be convenient to female students and impacts on natural resources and common property resources. Close distance between water point and sanitary latrine can contaminate groundwater.	* Discuss with school committee and students and select a location which is convenient for school and not impacting on trees or any other common property resources. * A minimum distance of 15 m should be maintained between a tube-well and a latrine to prevent contamination of water resources. In case of shallow shrouded hand tube-wells, this distance should be 20 m as horizontal filters are used in this type of tube-wells.
Integration of drainage facilities with water supply and sanitary latrine	In absence of proper drainage facilities, water logging can be created around school.	* Drainage facilities will be integrated with water supply options and sanitary latrine facilities in planning and design.
Water quality testing	New water source may not be safe for drinking	* After installation of tube-wells, arsenic will be tested and be used only it satisfy the Bangladesh standard

ANNEX E: SAMPLE TERMS OF REFERENCE OF ENVIRONMENT SPECIALIST

The Environmental Specialist, preferably with the post-graduation specialization in environmental engineering/science, shall have at least 10 years of working experience related to preparation or EA, integration of environmental and social issues in the design, implementation and operation of rural infrastructure projects. Experience in environmental management of school infrastructure is preferred.

The specific roles and responsibilities of the Environmental Specialist shall include, but not limited to the following:

- Lead the overall EMF implementation and capacity building in LGED Education Unit
- Monitor and review the certain percentage of screening process for “subprojects”
- Review Costing subproject specific EMP
- Ensure inclusion of EMP and its cost in bidding document
- Supervise the implementation of the EMP by the Contractors
- Develop good practice construction guidelines to assist the contractors in implementing the EMP
- Carry out environmental monitoring to ensure compliance with the EMP & GOB requirements.
- Prepare and submit regular environmental monitoring and implementation progress reports
- Continuously interact with the implementing agency regarding the implementation of the environmental compliance
- Work closely Training team and ensure proper capacity building of staff and contractors

Qualification of Environmental Specialist

- At least Masters Degree in environmental studies/ management/science /engineering
- About 10 years of experience in environmental assessment
- Experience in rural infrastructure development projects or other projects in similar nature
- Experience in education project is preferable
- Ability to lead, organize and co-ordinate
- Good verbal and written communication skills in both English and Bangla
- Demonstrated interpersonal skills, and proven ability to work in a different multicultural context